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ABSTRACT

This guide is intended to assist vocational teachers in preparing their students to assume a leadership role in the Distributive Education Clubs of America (DECA). The five instructional units provided deal with the history; primary objectives; and principal activities of DECA; parliamentary procedure; the skills and qualities required to become a DECA leader; and techniques for giving effective presentations. Each instructional unit contains some or all of the following: performance objectives, suggested activities, information sheets, supplemental activities to support materials included on the information sheets, transparency masters, assignment sheets, job sheets, tests, answers to the unit test and assignment sheets, and supplemental information on appropriate teaching methods. (MN)

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LEARN
GROW
BECOME

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

State Department of Vocational and Technical Education Stillwater, Oklahoma

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DECA EDITION

DECA: LEARN, GROW, BECOME

Developed by the
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Oklahoma State Department of Vocational and Technical Education

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DECA: LEARN, GROW, BECOME

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FOREWORD

Marketing and management are very important to America's free enterprise system. Distributive Education Clubs of America (DECA) helps better prepare its members for future careers in marketing and management. DECA enables students to develop strong leadership qualities, marketing and management traits, and civic awareness and responsibility. DECA members participate in competency-based competitive events and leadership activities with other DECA members on the state and national levels. In addition, DECA members participate in sales projects applying the knowledge that they obtain in the classroom.

DECA continues to be a highly successful student organization because DECA members develop the leadership characteristics, self-confidence, and self-esteem necessary for the marketing, management, and merchandising occupations. DECA members develop the vocational understandings necessary to compete in those occupations while using a healthy, career-oriented competitive spirit. DECA members also develop the highest ethical standards in personal and business relationships and an appreciation and use of social, civic, and business responsibilities as American citizens.

DECA is recognized by the United States Office of Education (USOE) as being an integral part of the total marketing education program. Marketing education students have common objectives and interests in that each is studying for a specific career objective. DECA activities have a tremendous psychological effect upon the attitudes of students who often have no other opportunity to participate in their school's social activities or to develop responsibilities of citizenship. DECA members learn to serve as leaders and followers and have opportunities for local, state, and national recognition that they might not otherwise have. Each local chapter is the "show window" for student achievement and progress in acquiring job competencies for successful careers in the field of marketing education, and in many cases is the public relations arm of the marketing education instructional program.

Robert A. Foley,
State DECA Adviser

Roy Peters, Jr.,
State Director of Vocational
and Technical Education

ACKNOWLEDGEMENTS

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A very special thanks goes out to the staff members of the Curriculum and Instructional Materials Center (C.I.M.C). Sheila Stone, coordinator of curriculum development, provided the support and encouragement necessary to successfully develop the series. Thanks also goes to John Friedemann and Robert Hilley for their added support and encouragement.

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Terrell B. Ogilvie,
Technical Writer
Curriculum and Instructional
Materials Center

USE OF THIS PUBLICATION

Instructional Units

DECA: Learn, Grow, Become includes six instructional units. A standard format was established in 1970 for development of instructional materials for all Oklahoma vocational teachers. This format includes eight basic components that form a unit of instruction: performance, objectives, suggested activities for the instructor, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. Depending on the specific objectives, there may or may not be transparency masters, assignment sheets, and job sheets included in the unit of instruction.

All of the unit components "zero in" on measureable and observable learning outcomes. Instructors are encouraged to supplement, personalize, localize, and motivate with these materials in order to develop a complete teaching/learning process.

Units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the instructor will help him or her determine the following

A. Amount of material that can be covered in each class period
B. Skills that must be demonstrated
    1. Supplies and equipment needed
    2. Amount of practice needed
    3. Amount of class time needed for demonstrations
C. Supplementary materials, such as pamphlets and filmstrips, that must be ordered
D. Resource people who must be contacted

Performance Objectives (white pages)

Each unit of instruction is based on the performance needed for successful employment in an occupational area. Performance objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction; and specific objectives, stating the performance necessary to reach the unit objective.

Since the objectives of the unit provide direction for the teaching/learning process, it is important that instructors and students have a common understanding of the intent of the objectives. Following is a list of performance terms, their meanings, and behavioral synonyms that may have been used in this material.

A. Name — The individual supplies a name for objects, events, or people

   Behavioral synonyms: Label, list, letter, record, reiterate, repeat, write

B. Identify — The individual selects a named, described, or pictured object by pointing to it, touching it, picking it up, or selecting it

   Behavioral synonyms: Select, mark, match, choose, judge

C. State a rule — The individual communicates a relationship or principle that could be used to solve problems or perform a task

D. Apply a rule — The individual supplies an answer to a problem by using a stated relationship or principle

Behavioral synonyms: Solve, calculate

E. Describe — The individual relates sufficient characteristics or properties of an object or event so that a second individual will be able to state what is being discussed

Behavioral synonyms: Define, discuss, interpret, recite, tell how, tell what happens when

F. Distinguish — The individual selects an object or event from two or more that are easily confused

Behavioral synonyms: Discriminate, differentiate

G. Order — The individual arranges three or more objects or events in a sequence based on a stated property

Behavioral synonyms: Arrange, sequence, list in order, classify, divide, isolate, sort

H. Construct — The individual makes a physical object, a verbal statement, or a drawing

(NOTE: *Construct* is used when the finished product or result is important.)

Behavioral synonyms: Draw, make, build, design, formulate, reproduce, transcribe, convert, put together, compile

I. Demonstrate — The individual performs several operations necessary to carry out a specified process

(NOTE: *Demonstrate* is used when it is desirable to watch the student perform a task, one of the highest levels of student performance.)

Behavioral synonyms: Show your work, show procedure, perform an experiment, perform the steps, operate, remove, replace, turn off/on, (dis)assemble, (dis)connect

The objectives should be provided for students and stressed throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods. Prepare for each unit by deciding how each objective can best be taught.

The objective sheet may also be used as a quick pretest to determine prior knowledge of students and to determine whether further study or activities are necessary. Instructors should feel free to modify, delete, or add objectives in order to meet the needs of the students and community. When changes in objectives are made, the instructor should remember to supply the needed information, assignment and/or job sheets, and criterion test items.

Suggested Activities (pink pages)

This component is included only in instructor material. The suggested activites page assists the instructor during the preparation stage of the teaching/learning process by providing suggestions for delivery and/or presentation during the instructional process. Read the suggested activities before teaching the units to allow time to obtain supplemental materials, prepare audio-visual materials, and contact outside resources. Duties of the instructor will vary according to the particular unit.

The references that are listed are ones used in the development of each unit. They should be used by the instructor to supplement her or his knowledge of the subject area or to help students with particular interests or occupational objectives in the area covered.

Supplements (white pages)

Supplements are additional teaching aids that support portions of the Information Sheet. Supplements include such activities as games, puzzles and additional information (which is intended to be used as the instructor deems necessary).

Supplements may be photo-copied for classroom use only.

Transparency Masters (white pages)

Transparency masters provide information in a special way. Transparencies direct the class' attention to the topic of discussion. Transparencies may present new information, or they may reinforce information presented in the information sheet. They are particularly effective when identification is necessary. Make transparencies and place them in the notebook where they will be immediately available for use.

Information Sheet (green pages)

The information sheet provides "must know" content essential for meeting the cognitive (knowledge level) objectives of the unit. The information is written in a topical outline form and is keyed to the specific objectives.

Instructors will find that the information sheet serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective. The information sheet may also be used for coordination activities and advisory committees.

Students should read the information sheet before the information is discussed in class. Space is provided in margins for students and instructors to add notes that supplement, localize, personalize, or provide motivation for each unit.

Assignment Sheets (brown pages)

Assignment sheets give students a chance at problem solving, self-assessment, and/or practical experience with the information. They assist students in the application of knowledges that are necessary prerequisites to skill development. These may be given to the student for completion in class or used for homework assignments. Answer sheets are provided when appropriate and can be used by the student and/or instructor for checking student progress.

Job Sheets (blue pages)

Job sheets are another important segment of a unit of instruction. The job sheets provide a list of equipment, tools, and materials needed to complete a manipulative or psychomotor skill. They describe a step-by-step procedure needed to complete each task or job. Diagrams, photographs, and illustrations are provided to assist students in achieving the skill.

Instructor should demonstrate to students the procedures outlined in each job sheet. Furthermore, the instructor needs to localize the job sheet according to the equipment and supplies available in the local lab or shop situation. Job sheets also furnish potential employers with a picture of the skills being taught and the performances they might reasonably expect from a person who has had this vocational instruction.

Tests (White pages)

This component provides criterion-referenced evaluation of every objective listed in the unit of instruction. It is crucial to note that both paper/pencil and performance objectives must be evaluated.

The tests may be written or oral. It is recommended that the tests be divided into shorter tests covering three or four objectives at a time and given soon after those objectives have been covered. A selection of questions from the units covered may be used for final tests at the end of each terms if desired. If objectives have been added, deleted, or modified, be sure to make the changes on the test.

The acceptable response on a unit test, 85 percent in most units, may be raised or lowered to fit the topic or students' ability levels. The percentage applies to the overall score, not to each individual question. The final unit grade should be obtained by using the paper/pencil score along with evaluations of students demonstrations of the desired skills.

The tests are in the instructor's book only, but may be photo-copied for classroom use only.

Answers to Test and Assignment Sheets (pink pages)

These components are designed to assist the instructor in evaluation of student performances.

Teaching Methods

It is a challenge to keep students motivated. Supplement the objectives by providing the "why," personal experiences, and current information. Prepare for each unit by deciding how each objective can best be taught. Allow students to become involved in preparing and planning.

Corrections and Suggestions

The Curriculum and Instructional Materials Center wants to provide vocational instructors and students with materials that are accurate and effective. Although the Center strives to maintain the highest standards of development and production, oversights occasionally do occur. If you find any errors in this or other CIMC publications, or have suggestions for improving their usefulness in vocational programs, please notify the CIMC staff. One easy way of pointing out errors is to make a photocopy of the affected pages and to indicate the correction on the copy. You can then mail the information to the CIMC, where it will be used to correct the publication before the materials are reprinted.

To ensure that the material is updated on a timely basis, it is important that you notify the Center of necessary corrections as soon as possible after discovering the error. Do not assume that someone else will notice the error and inform the CIMC; other users may be making the same assumption. Please send corrections and recommendations for improving this publication to the following address:

Curriculum and Instructional Materials Center
Oklahoma State Department of Vocational and
Technical Education
1500 W. Seventh Avenue
Stillwater, Oklahoma 74074

INTRODUCTION TO DISTRIBUTIVE EDUCATION CLUBS OF AMERICA
UNIT I

UNIT OBJECTIVE

After completing this unit, the student should be able to discuss the organization of DECA at the local, state and national levels. The student should be able to list the colors of DECA and explain each part of the DECA emblem and describe the official dress. Furthermore, the student would be able to name the state and national officers. This knowledge will be evidenced by completing assignment sheets and unit test with a score of eighty-five percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match to their correct definitions terms associated with DECA.
2. Write a short paragraph about the origin and development of DECA.
3. List the national and state DECA publications.
4. Name the current State Officer Action Team members.
5. Name the current National Officer Action Team members.
6. Match the type of DECA membership with their correct description.
7. List and briefly explain the colors of DECA.
8. Identify and briefly explain the parts of the DECA emblem.
9. Describe the official dress of DECA members and the appropriate way to wear the uniform and jewelry.
10. Select those things that make a good DECA chapter meeting.
11. Recite the DECA creed.
12. Recite the DECA Tagline.

INTRODUCTION TO DISTRIBUTIVE EDUCATION CLUBS OF AMERICA
UNIT I

SUGGESTED ACTIVITIES

I. Unit contents

  A. Objective sheet

  B. Suggested activities

    1. Supplement #1 — Vocational Student Organizations

    2. Transparency masters

      a. TM #1 — Vocational Student Organization Emblems

      b. TM #2 — Vocational Student Organization Emblems (continued)

  C. Information sheet

  D. Test

  E. Answers to test

II. Instructor's guide

  A. Review unit and plan presentation.

  B. Obtain materials to supplement unit.

    1. Book — *Official DECA Handbook*. Reston, Virginia: DECA Related Materials, 1985.

    2. Film –"Welcome to DECA" Available from National DECA.

  C. Introduce unit.

    - Explain to your students that DECA is one of seven vocational student organizations available to high school students.

    - Use Supplement #1 and transparencies #1 and #2 to help discuss the other student organizations.

  D. Provide your students with objective sheet, and discuss unit and specific objectives

  E. Provide students with information sheets.

  F. Discuss information sheets.

SUGGESTED ACTIVITIES

1. Use Information Sheet, Section I, to discuss the terms and definitions associated with the DECA organization.

2. Use the *Handbook For DECA Chapters* (pages 5 and 6) to supplement Information Sheet, Section II.

   - Ask your students to read the information presented in the handbook and give them a short forum-type quiz.

     EXAMPLE: Ask your students what year the national organization was launched, etc.

   - Write several questions on the board regarding DECA and have students go to the chalkboard and write the answers.

3. Supplement Information Sheet, Section III, with samples of the DECA publications. Pass the samples around the classroom so that your students have the opportunity to look through each.

4. Use Information Sheet, Section IV, to discuss your state's State Officer Action Team. You will need to provide the names of the current officers to your students.

5. Use the current list of national officers listed in *New Dimensions* to complete Information Sheet, Section V.

6. Use Information Sheet, Section VI, to discuss the different types of DECA membership

   - Ask one or two members from each membership type to visit with your class and explain how DECA benefits them in school and/or business.

   - Organize an alumni membership drive and allow your new members to participate in the drive.

   - Plan a tour of a local business operated by a Professional DECA member and have that member answer questions concerning his thoughts about DECA.

7. Use Information Sheet, Sections VII and VIII, to discuss the DECA colors and DECA emblem.

   - Show your students the DECA emblem to discuss the colors and the emblem.

   - Ask your students what each part of the emblem represents.

   - Ask your students what the colors represent.

SUGGESTED ACTIVITIES

8. Use Information Sheet, Section IX, to discuss the official DECA dress.

   - Have two local chapter officers (male and female) visit your class wearing the official dress.

   - Show your students the proper way to wear DECA pins on the blazer.

9. Use Information Sheet, Section X, to discuss the characteristics of a good DECA meeting.

   - Have your students write one characteristic on the chalkboard. Once all of the characteristics are on the board, discuss each and be sure to explain the importance of each characteristic.

   - Invite the local chapter president and secretary to visit with your class and discuss their method of preparing for a chapter meeting.

10. Use Information Sheet, Sections XI through XIII, to discuss the DECA creed, tagline, and motto.

    - Have each student recite the DECA creed without reading the words.

    - Have each student recite the DECA tagline.

    - Have each student recite the DECA motto.

    - Discuss the meaning of the creed, tagline, and motto.

G. Give test.

H. Critique test and discuss in class.

III. Unit references

A. Nelson, Frank W. *Distributive Education II.* Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1976.

B. Patton, Bob, Greg Pierce, and Joyce Sawatzky. *VICA: Learn, Grow, Become.* Stillwater, Oklahoma: State Department of Vocational and Technical Education, 1986.

INTRODUCTION TO DISTRIBUTIVE EDUCATION CLUBS OF AMERICA
UNIT I

SUPPLEMENT #1 — VOCATIONAL STUDENTS ORGANIZATIONS

A. AIASA (American Industrial Arts Student Assocation)

(NOTE: This is an organization for students who are enrolled in Technology Education programs.)

B. FBLA-PBL (Future Business Leaders of America-Phi Beta Lambda)

(NOTE: This is an organization primarily for students who are enrolled or who have been enrolled in Business and Office Education programs.)

C. FHA-HERO (Future Homemakers of America-Home Economics Related Occupations)

(NOTE: This is an organization for students who are enrolled in Home Economics programs.)

D. FFA (Future Farmers of America)

(NOTE: This is an organization for students who are enrolled in Vocational Agriculture programs.)

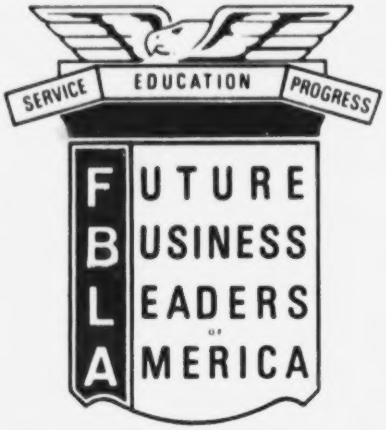
E. HOSA (Health Occupations Students of America)

(NOTE: This is an organization for students enrolled in Health Occupations programs.)

F. VICA (Vocational Industrial Clubs of America)

(NOTE: This is an organization for students enrolled in Trade and Industrial programs.)

Vocational Student Organization Emblems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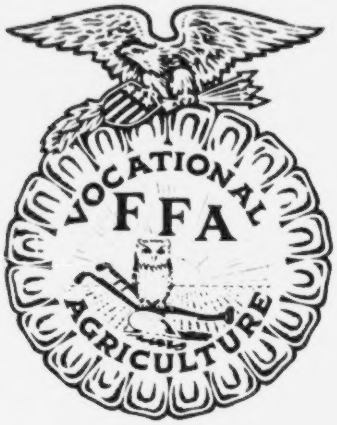
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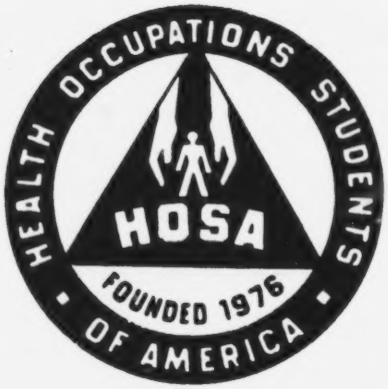
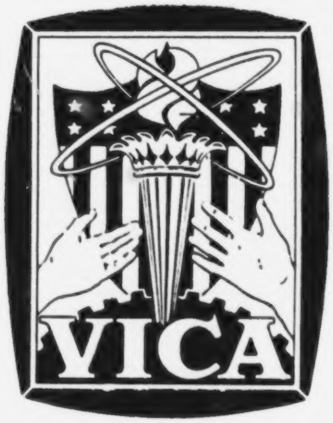
FFA
AGRICULTURE

FFA


HEALTH OCCUPATIONS STUDENTS OF AMERICA
HOSA
FOUNDED 1976

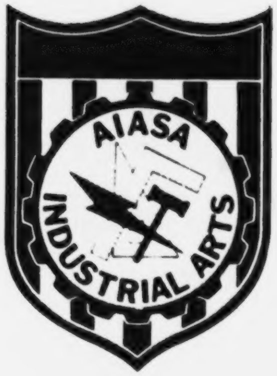
HOSA



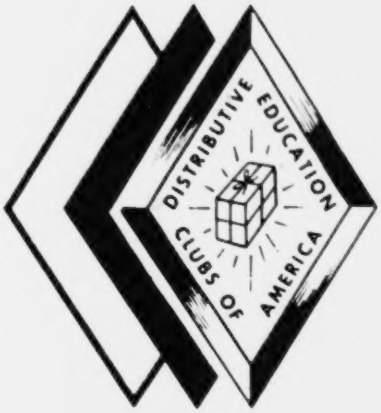
VICA

Vocational Student Organization Emblems

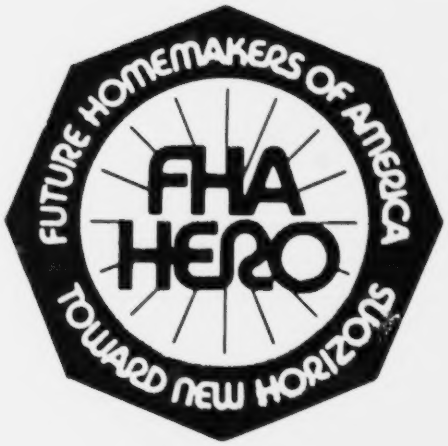
(Continued)


AIASA
INDUSTRIAL ARTS

AIASA


DISTRIBUTIVE EDUCATION
CLUBS OF AMERICA

DECA


FUTURE HOMEMAKERS OF AMERICA
FHA
HERO
TOWARD NEW HORIZONS

FHA/HERO

DISTRIBUTIVE EDUCATION
CLUBS OF AMERICA

INTRODUCTION TO DISTRIBUTIVE EDUCATION CLUBS OF AMERICA
UNIT I

INFORMATION SHEET

I. Terms and definitions

   A. DECA — Student organization for students enrolled in the marketing education program

   B. DECA, Inc. — Governing body of DECA made up of ME state supervisors or designees from each state association

   C. DECA, Inc., Board of Directors — Committee which sets policies for DECA and consists of eight voting members

   D. National Advisory Board — Advisory committee for the Board of Directors made up of representatives from companies which contribute financial support to DECA

   E. DECA Foundation — Organization established to provide funds for national scholarship-awards

   F. Congressional Advisory Board (CAB) — Board made up of Congressmen who actively support DECA

II. Origin and development of DECA

   A. Need for distributive education training was met by the passage of the George Deen Act in 1937

   B. Students organizations to develop leadership and promote careers began to spring up under many different names

   C. First national conference held in 1946 in Memphis, Tennessee

   D. DECA chapters may be found in all fifty states, Washington, D.C., Marinia Islands, Puerto Rico, Virgin Islands, as well as Canada, with a total membership of nearly 190,000 members.

III. Official DECA publications

   A. National —

      1. *Handbook for DECA Chapters* — a complete reference on all national level DECA activities and competitive events, with organizational suggestions for local chapters and state associations.

      2. *DECA Supply Catalog* — a supply catalog for all DECA membership items, awards, pins, etc.

      3. *DECA Guide* — a national DECA publication that includes DECA related services (information on scholarships, National Advisory Board Members and mini-conferences), national competitive events, and the DECA Related Materials Catalog.

INFORMATION SHEET

4. *New Dimensions* (formerly called the *DECA Distributor* — a national magazine published four times a year.)

B. State —

1. ______________________________

____

2. ______________________________

____

IV. State Officer Action Team

A. President ______________________________

B. Vice President ______________________________

C. Secretary ______________________________

D. Treasurer ______________________________

E. Historian ______________________________

F. Reporter ______________________________

G. Parliamentarian ______________________________

H. Chaplain ______________________________

V. National Officer Action Team

(NOTE: Names of current national officers are listed in *New Dimensions*.)

A. President ______________________________

B. Regional Vice Presidents

1. Southern Region Vice President ______________________________

2. Western Region Vice President ______________________________

3. Central Region Vice President ______________________________

4. North Atlantic Region Vice President ______________________________

VI. Types of DECA membership

A. High school — High school students enrolled in distributive education programs

B. Delta Epsilon Chi — Students enrolled in middle-management program in junior or community colleges

INFORMATION SHEET

C. Collegiate — Students majoring in marketing education and/or alumni enrolled in a college or university with a ME teacher education program

D. Alumni — Organization of graduates from the high school, junior collegiate, and/or collegiate divisions who wish to continue their interest in and support of ME and DECA

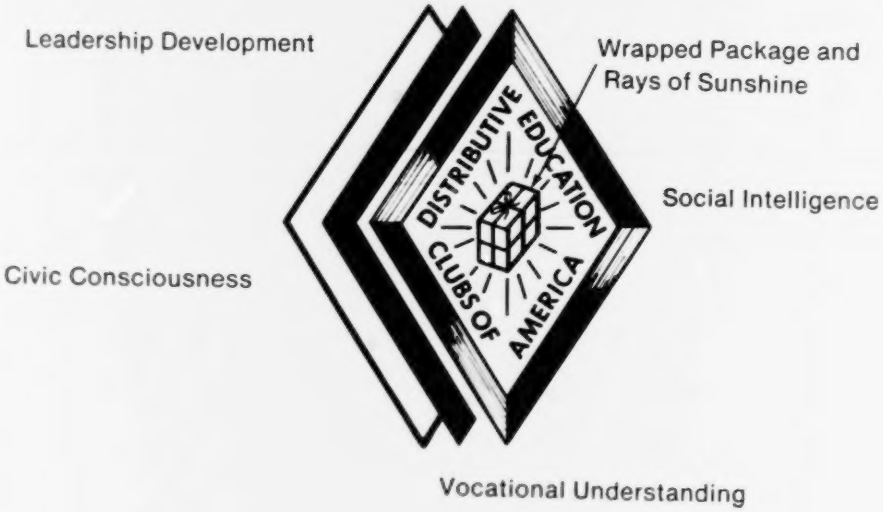
E. Professional — Organization of teachers, business people, parents, and other interested people who support ME and DECA

VII. Colors of DECA

A. Blue — Suggests sincerity and genuineness

B. Gold — Suggests the crowning success which comes to one who lives usefully and wisely

VIII. DECA emblem


Leadership Development
Wrapped Package and Rays of Sunshine
Social Intelligence
Civic Consciousness
Vocational Understanding
DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

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INFORMATION SHEET

A. Four points of the DECA diamond

1. Vocational understanding — Marketing education graduate is prepared to take his/her place in the business world
2. Civic consciousness — Each student recognizes his responsibility to his/her community
3. Social intelligence — DECA member has the opportunity to develop socially
4. Leadership development — DECA member has an opportunity to assume responsibility as a leader and follower

B. Wrapped package and rays of sunshine — Personal satisfaction from doing a job well

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IX. Official DECA dress

A. DECA blazer

1. Consists of navy blue coat with DECA emblem on left breast pocket
2. Should be worn proudly with appropriate clothing
3. Must not be worn if member is smoking

B. Membership pins

1. Consists of DECA emblem which may have officer and/or year guards attached
2. Should be worn on the left lapel and with no other pins
3. Should have guards attached to the left of the membership pin

X. Characteristics of a good DECA meeting

A. Advance planning and practice by the executive committee

(NOTE: It is suggested that an agenda be prepared ahead of time.)

B. Arranging the seating plan so everyone can see the program

C. Proceeding according to order of business

D. Conducting business according to parliamentary procedure

E. Preparing written and oral committee's, secretary's, and treasurer's reports

F. Beginning and ending on time

INFORMATION SHEET

G. Moving along with "snap" to prevent boredom and wasted time

H. All members expressing appreciation to guests for their attendance

I. All members being involved in at least one committee

J. Proceeding with minimum participation by the advisor(s)

K. Helping with any clean-up duties

XI. DECA Creed

I believe in the future which I am planning for myself in the field of marketing and management and in the opportunities which my vocation offers.

I believe in fulfilling the highest measure of service to my vocation, my fellow beings, my country, and my God-that by doing so, I will be rewarded with personal satisfaction and material wealth.

I believe in the democratic philosophies of private enterprise and competition and in the freedoms of this nation-that these philosophies allow for the fullest development of my individual abilities.

I believe that by doing my best to live according to these high principles, I will be of greater service both to myself and to mankind.

XII. DECA Tagline — Developing Future Leaders for Marketing and Management

INTRODUCTION TO DISTRIBUTIVE EDUCATION CLUBS OF AMERICA
UNIT I

TEST

NAME ____ SCORE ________________

1. Match the terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided.

______a. Organization established to provide funds for national scholarship-loan awards

______b. Advisory committee for board of directors made up of representatives from companies which contribute financial support to DECA

______c. Committee which sets policies for DECA and consists of fifteen members including a national DECA officer and chapter advisor

______d. Governing body of DECA made up of ME state supervisors or designees from each state association

______e. Person who represents the chapter or state association in handling business and electing officers during the state and national conferences

______f. Person responsible for DECA activities in the state

______g. Student organization for students enrolled in the marketing education program

______h. Board made up of Congressmen who actively support DECA

1. DECA
2. DECA Foundation
3. Voting delegates
4. National Advisory Board
5. Congressional Advisory Board (CAB)
6. State advisor
7. DECA, Inc.
8. DECA, Inc., Board of Directors

2. Write a short paragraph about the origin and development of DECA.

____

____

____

____

____

TEST

3. List the national and state DECA publications.

National

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

State

a. ______________________________

b. ______________________________

4. Name the current State Officer Action Team members.

a. President — ______________________________

b. Vice-President — ______________________________

c. Secretary — ______________________________

d. Treasurer — ______________________________

e. Historian — ______________________________

f. Reporter — ______________________________

g. Parliamentarian — ______________________________

h. Chaplain — ______________________________

i. State advisor — ______________________________

5. Name the current National Officer Action Team members.

a. President — ______________________________

b. Regional vice-presidents

1) Southern — ______________________________

2) Western — ______________________________

3) North Atlantic — ______________________________

4) Central — ______________________________

TEST

6. Match the types of DECA membership with the correct description.

_____a. Students enrolled in middle management programs in junior and community colleges

_____b. Students majoring in marketing education and/or alumni enrolled in a college or university with a ME teacher education program

_____c. High school students enrolled in a marketing education program

_____d. Organization of graduates from the high school, junior collegiate, and/or collegiate divisions who wish to continue their interests in and support of ME and DECA

_____e. Organization to teachers, business people, parents, and other interested people who support ME and DECA

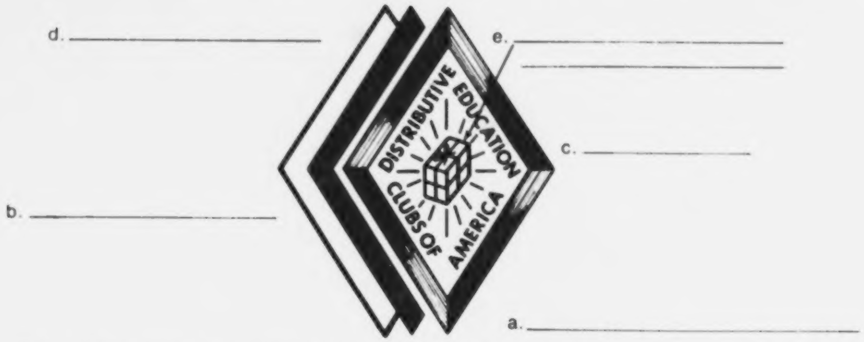
1. High school
2. Professional
3. Alumni
4. Collegiate
5. Delta Epsilon Chi

7. List and briefly explain the colors of DECA.

a. ____

b. ____

8. Identify and briefly explain the parts of the DECA emblem.



State the meaning of each part of the DECA emblem.

a.

b.

c.

d.

e.

TEST

9. Describe the official dress of DECA members and the appropriate way to wear the uniform and jewelry.

10. Select from the following list those things that make a good DECA chapter meeting. Place an "X" in the correct blanks.

______a. Advance planning and practice by the executive committee

______b. Arranging the seating plan so everyone can see the program

______c. Proceeding according to order of business

______d. Conducting business according to parliamentary procedure

______e. Preparing written and oral committee's, secretary's, and treasurer's reports

______f. Beginning and ending on time

______g. Moving along with "snap" to prevent boredome and wasted time

______h. All members expressing appreciation to guests for their attendance

______i. All members being involved in at least one committee

______j. Proceeding with minimum participation by the advisor(s)

______k. Helping with any clean-up duties

INTRODUCTION TO DISTRIBUTIVE EDUCATION CLUBS OF AMERICA
UNIT I

ANSWERS TO TEST

1. a. 2
   b. 4
   c. 8
   d. 7
   e. 3
   f. 6
   g. 1
   h. 5

2. To be evaluated to the instructor's satisfaction.

3. a. Handbook for DECA Chapters
   b. DECA Supply Catalog
   c. DECA Guide
   d. New Dimensions

   State

   a. To be evaluated to the instructor's satisfaction
   b. To be evaluated to the instructor's satisfaction

4. To be evaluated to the instructor's satisfaction

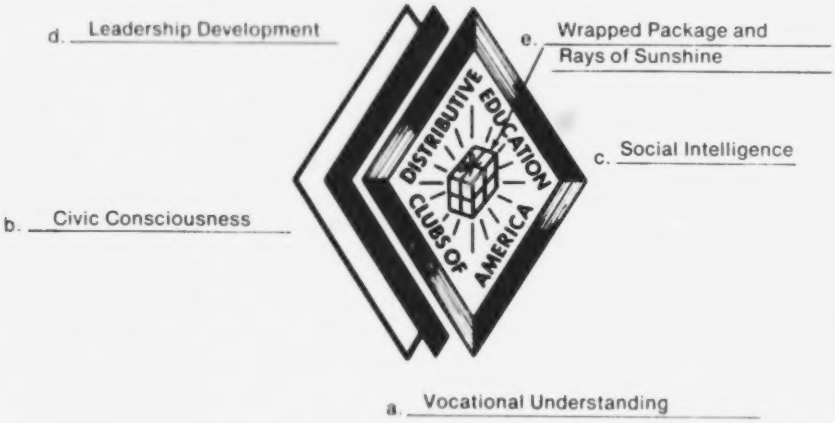
5. To be evaluated to the instructor's satisfaction

6. a. 5
   b. 4
   c. 1
   d. 3
   e. 2

7. a. Blue — Suggests sincerity and genuineness
   b. Gold — Suggests the crowning success which comes to one who lives usefully and wisely

ANSWERS TO TEST

8.


d. Leadership Development
e. Wrapped Package and Rays of Sunshine
DISTRIBUTIVE EDUCATION CLUBS OF AMERICA
c. Social Intelligence
b. Civic Consciousness
a. Vocational Understanding

a. Vocational understanding — Marketing education graduate is prepared to take his/her place in the business world
b. Civic consciousness — Each student recognizes his responsibility to his/her community
c. Socially intelligence — DECA member has the opportunity to develop socially
d. Leadership development — DECA member has an opportunity to assume responsibility as a leader and follower
e. Wrapped package and rays of sunshine — Personal satisfaction from doing a job well

9. DECA blazer
   Consists of navy blue coat with DECA emblem on left breast pocket
   Should be worn proudly with appropriate clothing
   Must not be worn if member is smoking
   Membership pins
   Consists of DECA emblem which may have officer and/or year guards attached
   Should be worn on the left lapel and with no other pins
   Should have guards attached to the left of the membership pin

10. a, b, c, d, e, f, h, i, j, k

DECA ACTIVITIES
UNIT II

UNIT OBJECTIVE

After completing this unit, the student should be able to participate in DECA ceremonies and to assist in planning DECA activities. The student will show this knowledge by completing assignment sheets and unit test with a minimum score of eighty-five percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match to their correct definitions terms associated with DECA chapter activities.
2. Match chapter officers to their correct duties
3. Arrange in order the steps of election process.
4. State the primary purposes of committees
5. Match common types of committees to their lengths of service.
6. Arrange in order the steps in setting up committees.
7. Match to their correct purposes the DECA activity areas for a program of work.
8. Select from a list considerations for selecting meaningful activities for a chapter calendar.
9. Name DECA conferences available to members.
10. Complete a list of competitive DECA events for each occupational area.
11. Participate in installation ceremony.
12. Participate in initiation ceremony.
13. Prepare a DECA calendar of activities for an entire school year.

DECA ACTIVITIES
UNIT II

SUGGESTED ACTIVITIES

I. Unit contents

  A. Objective sheet

  B. Suggested activities

  C. Information sheets

  D. Assignment sheets

    1. Assignment Sheet #1 — Participate in Installation Ceremony

    2. Assignment Sheet #2 — Participate in Initiation Ceremony

    3. Assignment Sheet #3 — Prepare a Chapter Calendar of Activities for an Entire School year

  E. Answers to assignment sheets

  F. Test

  G. Answers to test

II. Instructor's guide

  A. Obtain and prepare material needed to supplement unit.

  (NOTE: This unit is intended to be supplemented with the *DECA Guide*and *A Program of Action for DECA Activites.*)

  The DECA Guide and *A Program of Action for DECA Activities* are available from DECA Related Materials, 1908 Association Drive, Reston, Virgina, 22091.

  B. Provide students with copies of unit.

  C. Discuss unit and specific objectives.

  - Explain that setting up a chater, electing officers, and establishing committees provide the foundation of the DECA program of work. Invite a former officer or member to explain how the program of work provides some of the best opportunities for learning by doing and helps pull students together. Have the speaker also explain how a program of work creates a positive atmosphere in which students learn how to accept responsibility, work as a team, manage a budget, and handle success.

  - Point out that before calendar planning starts, DECA members must elect officers so that the president may appoint committees and determine the goals and interests of individuals and of the chapter itself.

  D. Discuss information and assignment sheets.

SUGGESTED ACTIVITIES

1. Explain that terms appearing in Section I of the Information Sheet are essential to the basic understanding of the unit

   - Show at least one example of an agenda.
   - Display parliamentary procedure reference books.

2. Help students understand the meaning of DECA ceremonies. Use Information Sheet, Section II and Assignment Sheets #1 and #2.

   - Divide the class into groups for practice. Each person should be allowed to perform in any or all of the positions. This is an excellent method for determining which students are best suited to serve on the team for district competition.
   - Encourage students to memorize parts, and to practice voice quality and movement in front of a friend or a mirror. Explain to students that they may feel foolish practicing in front of a mirror, but if they are serious about improvement, this method works.
   - Use a different group of students each time you have to present the ceremonies in your chapter or section meeting. Do this until all DECA members have had an opportunity to perform.
   - Schedule ceremonies competition between members in each training program in your school. Select teams. Then schedule competition between teams. Give awards.
   - Invite officers from another DECA Chapter to conduct an initiation ceremony for new members.

3. Explain that good officers assure that what the local DECA Chapter decides gets done. Use Information Sheet, Section II to point out specific responsibilities of each officer. Stress that commitment to the duties of teh office is essential

   (NOTE: The DECA constitution lists eight officers and describes their duties, but a single team may be able to function with fewer officers. If the chapter is large, it may be advantageous to elect additional officers. Assist students in selecting the offices that will best serve the local need.)

4. Review the steps in the election process, using Information Sheet, Section III. Help students become enthusiastic enough to start the election process.

   - Help students discuss qualities of good leaders. Sometimes the best way to get this type of discussion going is to talk about what makes a bad leader.
   - Arrange a presentation that will not only make students want to run for office, but will also make them believe that they can succeed. A guest speaker could help. A former DECA member, a dynamic leader from a trade association, a local politician or civic leader, or a member of your advisory committee might agree to talk to your students.

SUGGESTED ACTIVITIES

5. Review procedures for nominations, campaigns, election, and installation of officers. Use Information Sheet, Sections III & IV of Assignment Sheets #1 and #2.

   (NOTE: Inquire about school regulations involving campaigns before discussing with students.)

   - Assist the election committee in selecting a nomination procedure

     Candidate filing forms allow those who are interested in serving to nominate themselves. These forms encourage commitment without embarassment, ensure a slate of candidates prior to the election, and provide time for campaign planning. They also offer early involvement for everyone, either as a candidate or as a petition signer. A week should be sufficient time for candidates to gather signatures for their petitions.

     Selection by a nominating committee recommends one or more candidtates for each office, after making certain each candidate is willing to serve. A committee runs the risk of passing over student who would like to run and who are potentially good officers.

     Nominations from the floor during a chapter business meeting are the easiest if the chapter has waited too long to allow time for a fullfledged campaign; however; this method often turns into a popularity contest.

     Selection by the advisor takes all the motivation away from the students and deprives them of the benefits of participation in the democratic process.

   - Assist students in preparing for balloting.

     Ballot method ensures absolute freedom and privacy for each voter to vote his or her conscience without regard to group pressure. Use of this method means that paper ballots must be printed. Ample time should be allowed for preparation.

     If the election committee has decided to take nominations from the floor, *hand or voice vote* will probably be most satisfactory since there will not be time to print ballots. This method can result in loss of confidence by candidates who do not do well. A variation of this method, in which one officer is elected at a time, allows runners-up to run for other offices.

     When ballots have been cast, an impartial outsider should be recruited to tally the votes. Counting should be done immediately, and results should be announced as soon as possible. The announcer should be prepared to congratulate winners and runners-up for their effort. Avoid announcing actual vote count. Put runners-up to work on committees to maintain their interest in the club and to use their demonstrated abilities.

   - Make officer installation a highlight of the election. Invite parents, administrators, advisory committee members, media, and so on. Choose a place large enough and comfortable enough for all members and guests. The ceremony is a serious one and should be carried out with dignity. Make sure that the installation ceremony is held within a week of the election.

SUGGESTED ACTIVITIES

6. Help students realize what a committee is, and point out why committees are essential to an active DECA chapter. Use Informaton Sheet, Section V.

   (NOTE: As an advisor, you should bear in mind that the committee's function is to produce a list of selected activities, not to make a final decision as to which activities the chapter as a whole will elect to carry out. You should also stress the importance of quality, not quantity. The number of activities each committee plans is not nearly as important as the lessons learned from each activity that is carried out successfully.

   - Help students see how a committee resembles a miniature chapter that holds regularly scheduled meetings, follows an agenda, has a committee chairperson who functions like a president, and members who participate as they would in a chapter meeting.

   - Help students understand why committees are needed to carry out a balanced program of work. Your chapter has four choices.

     Let you do all the work — This option may sound ridiculous, but when chapter members do not understand how to use committees, they may get frustrated and call on you for assistance. It is sometimes a temptation for you to step in and make decisions for the group, rather than to guide your students to make thier own decisions. The result, of course, is that your students are deprived of important learning experiences. Also, it is pretty obvious that if one person could do all the work, there would be no reasons to have a chapter in the first place

     Let officers do all the work — Your chapter members should understand that officers are not the workhorses. No team relies on the team captain to win the game while team members sit on the sideline. There are simply not enough hours in the day for five or six officers to plan, carry out, and evaluate all of the chapter's activities, in addition to holding chapter meetings, attending school, learning a job skill, doing homework, and perhaps holding down a job. A major point in the chapter program (and in the work place) is that people need to work together.

     Do the work as a group — At first glance, this option may appear to be the most democratic. If chapter's goal is total student involvement, everyone should have a chance to offer some ideas at the chapter's business meetings. In reality, however, the meetings would be overburdened with details of planning, and most of the activities would never get off the drawing board.

     Divide workload into manageable portions and let committees handle it — Committes are, by process of elimination, the best workable solution to the problem of getting things done, instead of getting them thought about

7. Introduce basic types of committees, how comittees are set up and chapter activity areas. Use Information Sheet, Sections VI. Remind chapter members that the chapter president is ultimately repsonsible for naming the committee chairpersons. Before the president makes the appointments, however, the chapter executive council should meet to discuss chapter needs and directions, and to determine whether any committess need to be eliminated or added.

SUGGESTED ACTIVITIES

8. Reemphasize that the chapter calendar is the heartbeat of DECA. Point out that the program of work is what the chapter is going to do during the school year, and that the chapter will provide opportunities for participating in a vareity of activities based on members' interests. Use Information Sheet, Sections IX through XII.

    - Use the Program of Action for DECA Activites, packet to supplement this section.

E. Give test.

III. Unit references

A. *VICA: Learn, Grow, Become*. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1986.

B. Foley, Bob. *DE/Marketing, Teacher-Coordinator's Leadership Development Guide. Stillwater, Oklahoma: State Department of Vocational and Technical Education, 1982.*

DECA ACTIVITIES
UNIT II

INFORMATION SHEET

I. Terms associated with DECA chapter activities

   A. Agenda — An organized listing of an order of business for a meeting

   B. Executive council — Standing committee that acts to expedite chapter planning; usually made up of all duties

   C. Parliamentary procedure — Set of rules for conducting a meeting in an organized and efficient manner

   D. Extemporaneous speech — Talk delivered on an assigned topic with a minimum of advance preparation

II. Chapter offices and duties

   (NOTE: Every chapter should have at least these eight offices.)

   A. President

      (NOTE: The symbol of this office is a gavel.)

      1. Presides over all meetings

      2. Serves as an ex-officio member on all committees

   B. Vice-president

      (NOTE: The symbol of this office is a torch.)

      1. Assists president

      2. Directs all committee work

      3. Assumes responsibility for guest speakers and other chapter meeting programs

   C. Secretary

      (NOTE: The symbol of this office is a quill.)

      1. Prepares agenda

      2. Records attendance

      3. Keeps minutes of all meetings

   D. Treasurer

      (NOTE: The symbol of this office is a key.)

      1. Keeps financial records.

INFORMATION SHEET

2. Presents reports at business meetings.

E. Historian

(NOTE: The symbol of this office is a scroll.)

1. Prepares scrapbook of all chapter activities.
2. Maintains past records kept within the chapter.

F. Reporter

(NOTE: The symbol of this office is a winged pen.)

1. Reports chapter news to local press, radio and television stations, school papers, and national and state DECA publications.
2. Prepares the chapter newsletter.

G. Parliamentarian

(NOTE: The symbol of this office is a mace.)

1. Informs members on correct parliamentary procedure
2. Maintains the chapter banner, creed, and flag(s).

H. Chaplain

(NOTE: The symbol of this office is a cross.)

1. Presents religious exercises during meetings and banquets
2. Supports the morale of members.
3. Promotes unity within the chapter.

III. Steps of the election process

A. Appoint election committee

(NOTE: The duties of the election committee are to set guidelines for chapter elections. Guidelines should include offices to be filled, nomination procedures, campaign guidelines, election rules, and follow-up.)

INFORMATION SHEET

- B. Nominate officers
- C. Campaign
- D. Hold election
- E. Install new officers

IV. Primary purposes of committees

- A. To allow more students to become actively involved in chapter
- B. To equally distribute workload
- C. To provide chapter with information, or to make recommendations to chapter members

V. Common types of committees and their lengths of service

- A. Standing — Appointed for entire year

  EXAMPLES: Membership, program, finance, social, service, safety

- B. Special — Appointed as needed for specific activities

  EXAMPLES: Banquet, special event, scrapbook

VI. Steps in setting up committees

- A. Executive council (chapter officers) decides which committees are needed
- B. Chapter president apppoints chairman

  (NOTE: In many chapters elected officers will serve as committee chairmen .)

- C. Officers make staffing assignments

  (NOTE: Every chapter member should serve on at least one committee.)

VII. Goals of High School Division of DECA

- A. To develop leadership characteristics
- B. To develop a greater understanding of our free, competitive enterprise system
- C. To participate in civic and/or community activities
- D. To develop high ethical standards in personal and business relationships
- E. To develop a greater awareness of career opportunities in marketing and distribution
- F. To develop an appreciation of the responsibilities of citizenship
- G. To develop social and business etiquette

INFORMATION SHEET

H. To develop self-confidence and/or self-acceptance

VIII. Considerations for selecting meaningful activities for a chapter calendar

A. Does activity contribute to program objectives?

B. Does activity contribute to DECA goals?

C. Does activity reflect the thinking of the entire group?

D. Does activity allow for planning and implementation to be performed by students?

E. Does activity allow for committee work to contribute to the overall activity program?

F. Does activity ensure that leadership development is a major part of all activities?

G. Does activity reflect long-range as well as immediate plans?

IX. DECA conference

A. State Career Development Conference (State CDC) — This conference is held each spring and allows students to compete within their occupational areas of interest.

B. National Career Development Conference (National CDC) — This conference is held each spring in a major United States city.

(NOTE: Winners from state CDC are eligible to attend nationals; attendance is optional.)

C. Regional Leadership Development Conference (RLDC) — This conference is usually held in October or November in each of the four regions.

(NOTE: Attendance is optional.)

D. Fall Leadership Development Conference (FLDC) — This conference is usually held in October. This is a statewide leadership conference recommended for all local chapter offices.

X. COMPETITIVE EVENTS

A. **COMPETENCY BASED SERIES COMPETITION:**

1. Advertising and Display Services—Master Employee Level
2. Apparel and Accessories Marketing—Master Employee Level
3. Apparel and Accessories Marketing—Supervisory Level
4. Finance and Credit Services—Master Employee Level
5. Food Marketing—Master Employee Level

INFORMATION SHEET

6. Food Marketing—Supervisory Level
7. General Marketing—Master Employee Level
8. General Marketing—Supervisory Level
9. General Merchandise Retailing—Master Employee Level
10. General Merchandise Retailing—Supervisory Level
11. Full Service Restaurant Management
12. Quick Serve Restaurant Management
13. Vehicles and Petroleum Marketing

B. **COMPETENCY BASED WRITTEN EVENTS:**

1. Apparel and Accessories Marketing, Written Event
2. Entrepreneurship, Written Event
3. Finance and Credit Marketing, Written Event
4. Food Marketing, Written Event
5. General Merchandising Retailing, Written Event

C. **INDIVIDUAL PARTICIPATING EVENTS:**

1. Entrepreneurship Participating Event
   (Organizing A Business)
2. Free Enterprise, Individual

D. **CHAPTER EVENTS:**

1. Creative Marketing Research Project
2. Learn and Earn Project
3. Free Enterprise, Chapter
4. Chapter Public Relations Project
5. Civic Consciousness Project

DECA ACTIVITIES
UNIT II

ASSIGNMENT SHEET #1 — PARTICIPATE IN A DECA INSTALLATION CEREMONY

NAME ______________________ ____________________ SCORE ________________

This assignment sheet will allow you to participate in a DECA installation ceremony. Though first-year members are not given the opportunity to become chapter leaders, the information and knowledge obtained through this assignment sheet will help you better understand the DECA organization and prepare you for your opportunity as a chapter leader in the future.

Your instructor will assign you a part in the ceremony and you will use the following script to perform your part and complete this assignment sheet.

OFFICER INSTALLATION

This impressive ceremony can be adapted for use by the chapter in installing new officers. However, since it should be a standardized and formal ceremony, it is given in full detail.

Staging. In the center of the stage, place a table with four lighted candles upon it in diamond-shaped formation to represent the four points of the DECA diamond. If possible, use a floral centerpiece representing DECA's colors—blue and gold. Display the DECA banner prominently, either in the background or across the front of the table. If your chapter does not have a banner, be sure some method is used to display the chapter colors prominently. Place the American flag in the proper place on the platform and a Bible on the table in such a manner as to be visible to the audience.

If the platform is small, place only enough chairs on it for the outgoing officers. The incoming officers can then be seated in the first row of the auditorium—ready to take their places upon the platform at the proper time. However, if the platform is large enough to accommodate them, the outgoing officers should sit on the right side of the stage (from audience viewpoint), with the incoming officers on the left and opposite their corresponding officers.

Officers should sit from left to right in this order: president, vice president, secretary, treasurer, reporter, and parliamentarian.

Music. If at all possible, it is very effective to have a pianist playing "America the Beautiful" as the officers file up on the platform. This may be played softly at both the beginning and the end of the ceremonies.

Ceremony. The outgoing president speaks first, "Fellow members of the Distributive Education Clubs of America, it is my pleasure at this time to present your new officers—duly elected and entrusted with the administration of this organization during the coming year. Will each of our incoming officers please stand when called upon and face his or her predecessor for induction into office."

The outgoing president calls upon the president-elect to step forward and addresses him or her concerning the duties and responsibilities of the office in this manner: "Mr. or Ms. president-elect, you have been chosen by the chapter members of this chapter of the Distributive Education Clubs of America to lead this organization for the following year. In electing you president, we have indicated our faith in your qualities of leadership, responsibility, diplomacy, and intelligence, and hereby entrust you with the future administration of the chapter."

"As president, you will preside over all the meetings of this chapter and will be responsible for our progress during the coming year. We will look to your leadership in all endeavors. If you are willing to accept this responsibility, please raise your right hand and repeat after me:

'I understand fully the honor and responsibilities which have come to me as president of this chapter of the Distributive Education Clubs of America and do solemnly and sincerely promise to accept and fulfill these responsibilities to the best of my ability'."

The retiring president then shakes hands with the president-elect and presents him or her with the gavel—handle first. The new president then returns to his or her chair. Each outgoing officer is then called upon by the president to induct his or her successor. (Though their speeches are essentially the same, they are given below as a guide.)

Retiring vice president: "You, (name of incoming Vice President), have been chosen as vice president of this chapter of the Distributive Education Clubs of America by your fellow workers. Thus, they have demonstrated their confidence in your ability to assume the leadership of this organization in the president's absence. It shall be your duty to assist the president whenever called upon to do so and to serve as chairman of all meetings of this chapter in the absence of the president. If you are willing to assume these responsibilities, please raise your right hand and repeat after me this pledge: 'I understand fully the responsibilities of the office of the vice president and hereby promise to accept and fulfill these responsibilities to the best of my ability'." The vice president then follows the same procedure as the incoming president.

Retiring secretary: "You, (name of incoming secretary), have been chosen by your fellow members as secretary of this chapter of the Distributive Education Clubs of America. As secretary, you will be responsible for the records of this organization and the keeping of accurate minutes. You will also be called upon to carry on all official correspondence. You will keep an accurate list of members and furnish members with membership cards. You should provide the president or his or her substitute with a written agenda for each meeting, if possible, with a list of committees. If you are willing to accept these responsibilities, please raise your right hand and repeat after me: 'I understand fully the responsibilities of the office of secretary and hereby promise to accept and fulfill these responsibilities to the best of my ability'." Shakes hands and incoming secretary takes proper place.

Retiring treasurer: "You, (name of incoming treasurer), have been chosen for a position of high honor and trust. Your duties will require you to keep accurate records of all receipts and disbursements of this chapter and be ready at all times to give a report of its financial condition. It is your duty to receive and deposit all chapter funds, pay them out as directed, prepare a budget of proposed expenditures, and collect dues. It is also your responsibility to encourage thrift in the chapter and among your fellow members, thus performing an educational function. If you are willing to assume these responsibilities, please raise your right hand and repeat after me: 'I understand fully the responsibilities and duties of the treasurer and hereby promise to accept and fulfill these to the best of my ability'." Shakes hands and takes proper place.

ASSIGNMENT SHEET #1

Retiring reporter: "You, (name of incoming reporter), have been chose by your fellow members as reporter of this chapter; you will be responsible for gathering chapter news and reporting it to the local paper, to our state association, and to the national headquarters of the Distributive Education Clubs of America for possible use in our national publications. It should also be considered as part of your dities to provide continuity between previous, present, and future events of importance in the life of your chapter to pass on to your sucessor at the end of your term. If you are willing to assume the responsibilities of this office, please raise your right hand and repeat after me: 'I understand fully the responsibilities of the reporter and hereby promise to accept and fulfill these responsibilities to the best of my ability'." Shakes hands and takes proper place.

Retiring parliamentarian: "You, (name of incoming parliamentarian), have been chosen by your fellow members as parliamentarian of the chapter. You should be well versed in *Robert's Rules of Order, Revised*, and be able to settle all questions of parliamentary procedure as they arise. If you are willing to assume the responsibilities of this office, please raise your right hand and repeat after me: 'I understand fully the responsibilities of the parliamentarian and hereby promise to accept and fulfill these responsibilities to the best of my ability'." Shakes hands and takes proper place.

DECA ACTIVITIES
UNIT II

ASSIGNMENT SHEET #2 — PARTICIPATE IN AN INITIATION CEREMONY

NAME ______________________________ SCORE ______________

This assignment sheet will prepare you for the DECA initiation ceremony. As first-year members, you will be required to be initiated into the chapter. Though you will have assigned parts in this assignment, you should memorize the new member parts to better prepare for your actual initiation ceremony.

Read "How to Stage the Initiation Ceremony" before beginning the ceremony.

Study the part that your instructor has assigned you.

Use the following information to complete this assignment.

HOW TO STAGE THE INITIATION CEREMONY

Normally staged in September, the initiation ceremony offers the local chapter an opportunity to draw attention to its fundamental philosophies. It can be conducted at night with parents, school officials, and merchants attending; at school assemblies; in the privacy of a "members only" meeting; or jointly with a neighboring chapter.

The ceremony is adaptable either to a stage, or to the center of a large room, with the audience seated around the outer area. The diagram shows the positions of the participants.

The table of the president's position should be draped with a white sheet, with a lighted candle standing at each end. If available, a "stand-up" emblem may stand in the center, or a DECA banner may be hung behind the table.

The diamond is formed with tables which have blue and gold crepe paper streamers hanging from the top of the tables.

A rostrum should be placed at the three remaining points of the diamond. They are usually available from the school or a local church, but music stands can be used if necessary.

The center table should be draped with a white sheet. It should contain at least one lighted candle with sufficient candles for the lighting ceremony arranged around the top.

The ceremonial team is composed of the pledge mistress or pledge master, president, vice president, and two speakers. The pledge master or mistress is often the chapter sponsor, but another person is appointed when desired.

The parts are usually read from scripts, but are obviously more effective when recited from memory. Spotlights and background are commonly used for effect.

ASSIGNMENT SHEET #2

SUGGESTED INITIATION CEREMONY

President: The ____ Chapter of the Distributive Education Clubs of America is now in session. The purpose of our meeting is to receive into our organization a number of new members. These candidates have been under the direction of the pledge master or mistress who will now report the result of his or her instruction.

Pledge Master or Mistress: Mr. or Ms. President, it is a pleasure to report that all candidates have met the conditions for membership in our chapter. I certify to you that each is satisfactorily completing at least one semester of school work and has maintained a cooperative attitude on all matters pertaining to chapter membership.

President: You have heard the report of the pledge master or mistress. Let us proceed with the ceremony.

Pledge Master or Mistress: The candidates who have so qualified for membership are (read the list of names).

President: You are about to take an important step. Your qualifications have been examined, and you have been recommended for membership in our organization. This is an important occasion for you and for us. It is one which we shall all cherish in memory because it focuses our attention on thoughts and purposes which are central in our lives.

Vice President: Our organization exists because it has high purpose to which all who become commit themselves. This purpose is eightfold: First, to develop leadership in the field of distribution that is competent, progressive, self-reliant, and cooperative. Second, to provide for an intelligent choice of occupations in distribution through exploration of opportunities in the field. Third, to create in each member an abiding interest in his or her chosen occupation by emphasizing the contribution he or she can make through working to the betterment of home and community. Fourth, to encourage the use ethical standards in business. Fifth, to provide for physical and mental health through satisfactory social and recreational activities. Sixth, to foster a deep feeling of the civic, social, and moral responsibilities of business to society. Seventh, to develop an appreciation of the influence of the fine arts, both in business and in personal life. Finally, to develop a respect for vocational education and to encourage the use of its facilities in keeping alert and progressive in our chosen professions. These purposes determine the character of our chapter activities. In social, profession, civic, and benevolent activities, we further develop the sense of friendship and unity which permits us to help and encourage one another in the pursuit of our common ideals.

President: In view of this statement of the purpose of the Distributive Education Clubs of America, will you accept the responsibilities and obligations of membership in our organization, and receive the meaning of symbols by which we express to one another our common purpose?

Candidates: We will.

ASSIGNMENT SHEET #2

Vice President: The basic design of our insignia is the diamond. This signifies value—the value which we feel we are bestowing through the field of distribution.

First Speaker: The first point of the diamond represents vocational understanding. The marketing education graduate is prepared to take his or her place in the world with a thorough understanding of the services which he or she is rendering and the opportunity for further development.

Second Speaker: The second point of the diamond represents civic consciousness. The marketing education student understands the obligations to his or her community and the need for making the community a better place in which to live.

First Speaker: The third point represents social intelligence. The marketing education student has an opportunity to develop social graces through the many social events which the chapter plans during the year.

Second Speaker: The fourth point represents leadership development. The marketing education student has an opportunity to participate in many activities which teach him or her to assume responsibilities both as a leader and as a follower.

Vice President: At the center of our insignia is a wrapped package. This package signifies the care we must use in handling the merchandise we sell, the courtesy we must use in dealing with our customers, and the confidence we must build in the minds of our customers. It is a constant reminder to us of the high standards of our organization.

President: Vocational understanding, civic consciousness, social intelligence, leadership development—these four points surround the package which symbolizes a job well done.

Vice President: The colors of this organization are blue and gold.

First Speaker: Blue suggests sincerity. It suggests that we should be true to ourselves, and since it is the color of the heavens above us, it encourages us to reach upward.

Second Speaker: Gold suggests to us the crowning success which comes to those who live wisely and usefully. We are all seekers after success, not only because of the material wealth which it brings, but because of the satisfaction which we derive from it. It is a good thing for a man or a woman to know that he or she has worked well.

Vice President: You have heard the explanation of our insignia. As members of the Distributive Education Clubs of America, you are expected to support the activities of our organization, to carry out the duties assigned to you, and by diligent attention to your work, to qualify for leadership by meeting the high standards set in work experience, in school work experience, in school work, and in your character.

President: You are now prepared to take the vows of membership in our organization. As you repeat these vows, think of the meaning of the words you say and resolve to do your best to live by them. Please repeat after me:

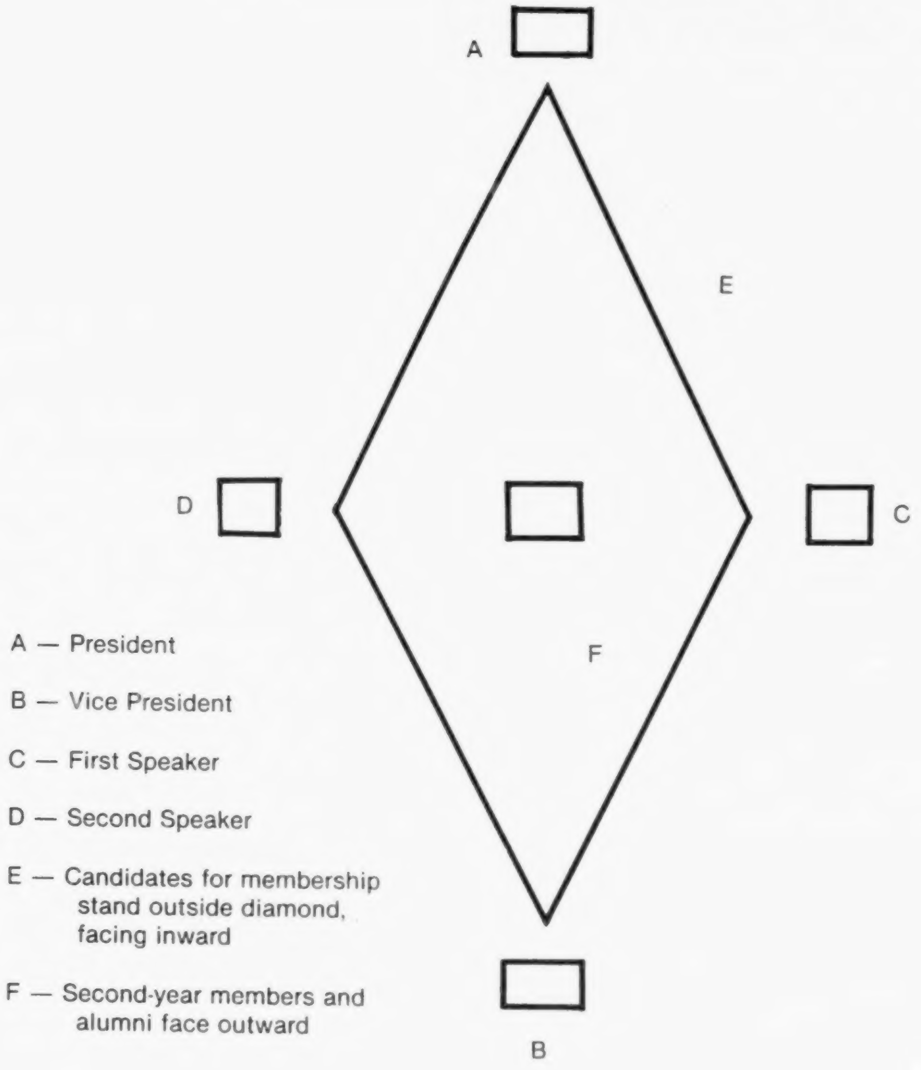
> "I solemnly pledge myself to carry out to the best of my ability all of the duties and responsibilities of membership in the Distributive Education Clubs of America. I fully accept the purposes of this organization, and promise to uphold its ideals in my personal life and in my business activities. I realize the importance of working cooperatively. I will so conduct myself that I shall reflect honor upon the organization, and I will at all times endeavor to maintain high standards of personal integrity."

ASSIGNMENT SHEET #2

As a symbol of your induction into our organization, will you now please take your places in the diamond, where your fellow members will light your candles as a token of your acceptance. (Pause.)

I now declare you to be members of the ____________ Chapter of the Distributive Education Clubs of America, with all rights and privileges of membership. Let us repeat in unison the DECA creed.

FLOOR PLAN FOR INITIATION CEREMONY



A — President

B — Vice President

C — First Speaker

D — Second Speaker

E — Candidates for membership stand outside diamond, facing inward

F — Second-year members and alumni face outward

DECA ACTIVITIES
UNIT II

ASSIGNMENT SHEET #3 — DEVELOP A PROGRAM OF WORK

NAME ______________________________ SCORE ______________

A program of work is a very important part of the DECA chapter. The program of work helps guide the chapter throughout the year and acts as a working document for the chapter. In addition to helping the chapter stay on tract with chapter activities, the program of work is also part of the chapter's competitive activities.

Use the information provided by your instructor regarding DECA program of work to prepare a program of work for your entire school year. Use the calendar on the next page to complete this assignment sheet.

ASSIGNMENT SHEET #3

WORKSHEET

AUGUST	ACTIVITIES	COMMENTS
8-	Organizational Meeting	
SEPTEMBER		
OCTOBER		
NOVEMBER		
DECEMBER		

ASSIGNMENT SHEET #3

JANUARY	ACTIVITIES	COMMENTS
FEBRUARY		
MARCH		
APRIL		
MAY		

DECA ACTIVITIES
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — To be evaluated to the instructor's satisfaction

Assignment Sheet #2 — To be evaluated to the instructor's satisfaction

Assignment Sheet #3 — To be evaluated to the instructor's satisfaction

DECA ACTIVITIES
UNIT II

TEST

NAME ______________________________ SCORE ______________

1. Match to their correct definitions terms associated with DECA activities. Write the correct numbers in the blanks.

______a. An organized listing of an order of business for a meeting

______b. Standing committee that acts to expediate chapter planning; usually made up of all officers

______c. Set of rules for conducting a meeting in an organized and efficient manner

______d. Talk delivered on an assigned topic with a minimum of advance preparation

1. Executive council
2. Parliamentary procedure
3. Extemporaneous speech
4. Agenda

2. Match chapter officers to their correct duties. Write the correct numbers in the blanks. Answers may be used more than once.

______a. Keeps financial records

______b. Presides over all meetings

______c. Prepares scrapbook of all chapter activities

______d. Prepares agenda

______e. Serves as an ex-officio member on all committees

______f. Assists president and serves as presiding officer in president's absence

______g. Reports chapter news to local press, radio, and television stations, school papers, and national and state publications

______h. Presents reports at business meetings

______i. Maintains past records kept within the chapter

______j. Records attendance

______k. Prepares chapter newsletter

1. President
2. Vice-President
3. Secretary
4. Treasurer
5. Historian
6. Reporter
7. Parliamentarian
8. Chaplain

TEST

______l. Assumes responsibility for guest speaker and chapter meeting programs

______m. Presents religious exercises during meetings and banquets.

______n. Maintains the chapter banner, creed, and flag(s)

______o. Keeps minutes of all meetings

______p. Presents religious exercises during meetings and banquets

______q. Maintains the chapter banner, creed, and flag(s)

______r. Informs president of correct parliamentary procedure

______s. Promotes unity within the chapter

______t. Directs all committee work

______u. Supports that morale of members

3. Arrange in order the steps of the election process. Write a "1" before the first step, a "2" before the second step, and so on.

______a. Nominate officers

______b. Hold election

______c. Appoint election committee

______d. Install new officers

______e. Campaign

4. State the primary purposes of committees.

a. ____

____

b. ____

____

c. ____

____

TEST

5. Match common types of committees to their lengths of service. Write the correct numbers in the blanks.

______a.	Appointed for entire year	1. Special
______b.	Appointed as needed for specific activities	2. Standing

6. Arrange in order the steps in setting up committees. Write a "1" before the first step, a "2" before the second step, and so on.

______a. Officers make staffing assignments

______b. Executive council (chapter officers) decides which committees are needed

______c. Chapter president appoints chairman

7. List the goals of High School Division of DECA.

a. ____

b. ____

c. ____

d. ____

e. ____

f. ____

g. ____

h. ____

8. Select from the following list considerations for selecting meaningful activities for a chapter calendar. Write an "X" in the blank before each correct answer.

______a. Does activity make a lot of money for the chapter?

______b. Does activity contribute to program objectives?

TEST

______c. Does activity involve only chapter officers?

______d. Does activity contribute to DECA goals?

______e. Does activity reflect the thinking of the entire group?

______f. Does activity allow for planning and implementation to be performed by students?

______g. Does activity contribute to a good time?

______h. Does activity allow for committee work to contribute to the overall activity program?

______i. Does activity ensure that leadership development is a major part of all activities?

9. Name four DECA conferences available to members.

a. ____

b. ____

c. ____

d. ____

10. Complete the following list of competitive DECA events for each occupational area.

COMPETENCY BASED SERIES COMPETITION:

a. Advertising and Display Services—________________________

b. Apparel and Accessories Marketing—Master Employee Level

c. ____________________—Supervisory Level

d. Finance and Credit Services—Master Employee Level

e. ____

f. Food Marketing—____________________Level

g. General Marketing—____________________Level

h. General ____________________—Supervisory Level

i. General Merchandise Retailing—Master Employee Level

j. ____________________Merchandise Retailing—Supervisory Level

k. ____

l. Quick Serve Restaurant Management

m. Vehicles and ____________________ Marketing

TEST

COMPETENCY BASED WRITTEN EVENTS:

n. ____________________ and Accessories Marketing

o. ____

p. Finance and Credit Marketing ____________________

q. Food Marketing ____

r. ____

INDIVIDUAL PARTICIPATING EVENTS:

s. Entrepreneurship Participating Event
(Organizing A Business)

t. ____

CHAPTER EVENTS:

u. ____

v. ____

w. ____

x. ____

y. ____

DECA ACTIVITIES
UNIT II

ANSWERS TO TEST

1. a. 4
   b. 1
   c. 2
   d. 3

2.

a. 4	f. 2	k. 6	p. 7
b. 1	g. 6	l. 2	q. 8
c. 5	h. 4	m. 3	r. 2
d. 3	i. 5	n. 8	s. 8
e. 1	j. 3	o. 7	

3.

a. 2	d. 5
b. 4	e. 3
c. 1	

4. a. To allow more students to become actively involved in chapter activities.
   b. To equally distribute workload.
   c. To provide chapter with information, or to make recommendations to chapter members.

5. a. 2
   b. 1

6. a. 3
   b. 1
   c. 2

7. To be evaluated to the instructor's satisfaction.

ANSWERS TO TEST

8. b, d, e, f, h, i

9. a. State Career Development Conference (CDC)
   b. National Career Development Conference (National CDC)
   c. Regional Leadership Development Conference (RLDC)
   d. Fall Leadership Conference (FLC)

10. **COMPETENCY BASED SERIES COMPETITION:**

    a. Advertising and Display Services—Master Employee Level
    b. Apparel and Accessories Marketing—Master Employee Level
    c. Apparel and Accessories Marketing—Supervisory Level
    d. Finance and Credit Services—Master Employee Level
    e. Food Marketing—Master Employee Level
    f. Food Marketing—Supervisory Level
    g. General Marketing—Master Employee Level
    h. General Marketing—Supervisory Level
    i. General Merchandise Retailing—Master Employee Level
    j. General Merchandise Retailing—Supervisory Level
    k. Full Service Restaurant Management
    l. Quick Serve Restaurant Management
    m. Vehicles and Petroleum Marketing

    COMPETENCY BASED WRITTEN EVENTS:

    n. Apparel and Accessories Marketing, Written Event
    o. Entrepreneurship, Written Event
    p. Finance and Credit Marketing, Written Event
    q. Food Marketing, Written Event
    r. General Merchandising Retailing, Written Event

    INDIVIDUAL PARTICIPATING EVENTS:

    s. Entrepreneurship Participating Event
    (Organizing A Business)
    t. Free Enterprise, Individual

    CHAPTER EVENTS:

    u. Creative Marketing Research Project
    v. Learn and Earn Project
    w. Free Enterprise, Chapter
    x. Chapter Public Relations Project
    y. Civic Consciousness Project

PARLIAMENTARY PROCEDURE
UNIT III

UNIT OBJECTIVE

After completing this unit, the student should be able to use parliamentary procedure and participate in a chapter meeting. The student will show this knowledge by completing assignment sheets and unit test with a minimum score of eighty-five percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match to their correct definitions terms associated with parliamentary procedure.
2. Select from a list the purposes of parliamentary procedure.
3. State the function of the gavel.
4. Match methods of voting to their correct definitions.
5. Match types of motions to their correct descriptions.
6. Match types of motions to their correct classifications.
7. Match parliamentary procedures to their correct uses during a meeting.
8. Arrange in order the steps in the progression of a motion (Rule of Eight).
9. State the purpose of a motion to amend.
10. List the three ways to amend a motion.
11. Select from a list the duties of a chapter president.
12. State the characteristics of a chapter parliamentary procedure team member.
13. Demonstrate parliamentary procedure motions.
14. Use resources to answer questions about parliamentary procedure.
15. Use correct order to answer questions about parliamentary procedure.
16. Use parliamentary procedure to conduct or participate in a chapter meeting.

PARLIAMENTARY PROCEDURE
UNIT III

SUGGESTED ACTIVITIES

I. Unit contents

- A. Objective sheet
- B. Suggested activities
- C. Supplements
  1. Supplement #1 — Parliamentary Procedure Crossword Puzzle
  2. Supplement #2 — Summary of Motions
- D. Transparency masters
  1. TM #1 — Kinds of Motions and Their Uses
  2. TM #2 — Rule of Eight
- E. Information sheet
- F. Assignment sheets
  1. Assignment Sheet #1 — Use Kinds of Parliamentary Procedure Motions
  2. Assignment Sheet #2 — Use Resources to Answer Questions About Parliamentary Procedure
  3. Assignment Sheet #3 — Use Correct Order of Process a Motion (Rule of Eight)
- G. Answers to assignment sheets
- H. Test
- I. Answers to test

II. Instructor's guide

- A. Obtain materials to supplement unit.
  1. Books
     a. *Robert's Rules of Order, Newly Revised* and the following book series are also available from the National Association of Parliamentarians, 6301 James A. Reed Road, Suite 114, Kansas City, Missouri 64133-4751.

SUGGESTED ACTIVITIES

b. "Congratulations Series" from National Association of Parliamentarians:

1) *You Are the President*
2) *You Are the Secretary*
3) *You Are the Treasurer*
4) *You Are on the Committee*
5) *You Want to Learn How to Make and Amend Main Motions*
6) *You Want to Learn Definitions*
7) *You Are a Member*

B. Introduce unit by helping the student focus on the importance of learning to use parliamentary procedure.

- Have chapter officers conduct a mock chapter meeting for a class.

C. Provide students with objective sheet.

D. Discuss unit and specific objectives.

E. Provide students with information and assignment sheets.

F. Discuss information and assignment sheets.

1. Use Information Sheet, Section I to help students comprehend parliamentary procedure terms.

   - Make copies of Supplement #1 crossword puzzle, and use to reinforce terms in Section I.

2. Use Information Sheet, Section II to assist students in stating the purpose of parliamentary procedure.

   - Stress the importance of majority rule in meetings where parliamentary procedure is used, and emphasize at the same time, that opinions of the minority are heard, and that minority ideas and rights are respected as well.

   - Explain to the students that some of the people (majority) elect the President of the United States, but following the election, the President serves all of the people.

SUGGESTED ACTIVITIES

3. Use Information Sheet, Section III to discuss the function of the gavel. Be sure to refer to your constitution for the gavel taps and the members' responses.

4. Use Information Sheet, Section IV to help students learn the different methods of voting.

   - Explain each method, and have students practice using the different methods.

   - Explain when and where the different voting methods are used.

5. Use Information Sheet, Section IV and Transparency #1 to help students learn the different classifications of motions.

   - Explain each classification in depth; provide examples of times when the different classifications of motions are used.

   - Have students practice stating motions.

6. Combine Information Sheet, Sections VI and VII, and Assignment Sheets #1 and #2 to help students use different kinds of motions.

   - Discuss the different kinds of motions that can be used in conducting a meeting.

   - Provide examples to help students see how the motions are used.

   - Use Transparency #1 to assist students in using different kinds of motions.

   - Make copies of Supplement #2, and distribute to students to use while completing Assignment Sheet #1.

7. Use Information Sheet, Section VIII and Assignment Sheet #3 to teach students the progression of a motion (Rule of Eight).

   - Use Transparency #2 to discuss the Rule of Eight.

   - Allow each student to present a motion.

   - Use the following examples to reinforce Section VIII.

   a. I move that the chapter conduct a Parliamentary Procedure Seminar on October 12.

   b. I move that the chapter have a car wash to raise money to pay air expenses to the state meeting.

   c. I move that the chapter present an engraved plaque to our adviser.

SUGGESTED ACTIVITIES

   d. I move that the chapter plan a Christmas Party for the Senior citizens in the community.

   e. I move that the chapter donate $500 to the March of Dimes.

8. Use Information Sheet, Sections IX and X, and review Assignment Sheet #3 to help students learn the correct way to amend a motion.

   - Allow each student the opportunity of amending a motion. Appoint a class member as president.

9. Use Information Sheet, Section XI to help students learn the duties of the president.

   - Ask president of chapter to talk to the class and to explain the responsibilities for carrying out the duties of the presiding officer.

10. Use Information Sheet, Section XII to help students prepare to be members of the parliamentary procedure team.

   - Have the parliamentary procedure team conduct a meeting for the class. Make sure that the team uses at least five parliamentary procedure points.

   - Have students evaluate the performance of the team, using the information in Section XII.

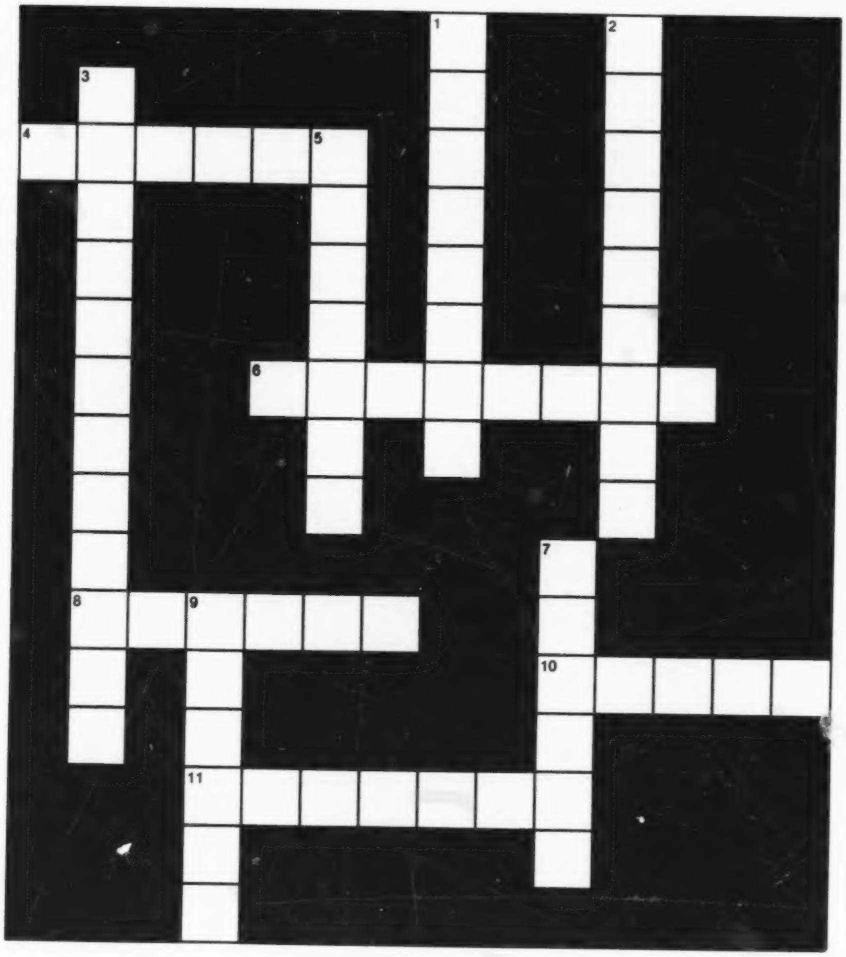
G. Give test.

III. Unit references

A. *Robert's Rules of Order, Newly Revised*, Glenview, Illinois: Scott, Foresman, 1981.

PARLIAMENTARY PROCEDURE
UNIT III

SUPPLEMENT #1 — PARLIAMENTARY PROCEDURE CROSSWORD PUZZLE


1
2
3
4
5
6
7
8
9
10
11

SUPPLEMENT #1

CROSSWORD CLUES

ACROSS

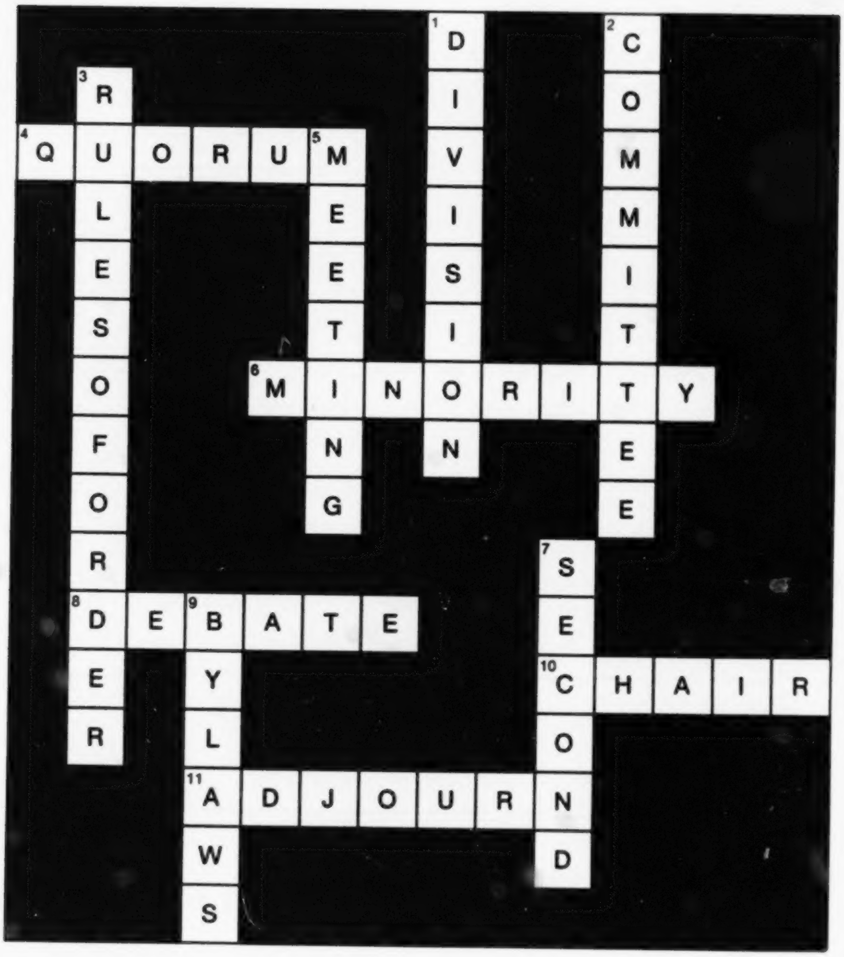
4. The number of members needed to be present to legally transact business.
6. Less than half
8. Formal discussion of a motion
10. The presiding officer of the meeting
11. The official close of the meeting

DOWN

1. A demand by a single member that the vote be retaken by rising
2. A small group of people designated to perform a specific function
3. Set of rules for conducting a meeting in an organized and efficient manner
5. A single official gathering of a society's members to transact business
7. Another member agrees that the motion should come before the assembly
9. The document that contains a society's own basic rules relating principally to itself as an organization, rather than to the parliamentary procedure it follows

SUPPLEMENT #1

ANSWERS TO CROSSWORD


1 DIVISION
2 COMMITTEE
3 RULES OF ORDER
4 QUORUM
5 MEETING
6 MINORITY
7 SECOND
8 DEBATE
9 BYLAWS
10 CHAIR
11 ADJOURN

PARLIAMENTARY PROCEDURE
UNIT III

SUPPLEMENT #2 — SUMMARY OF MOTIONS

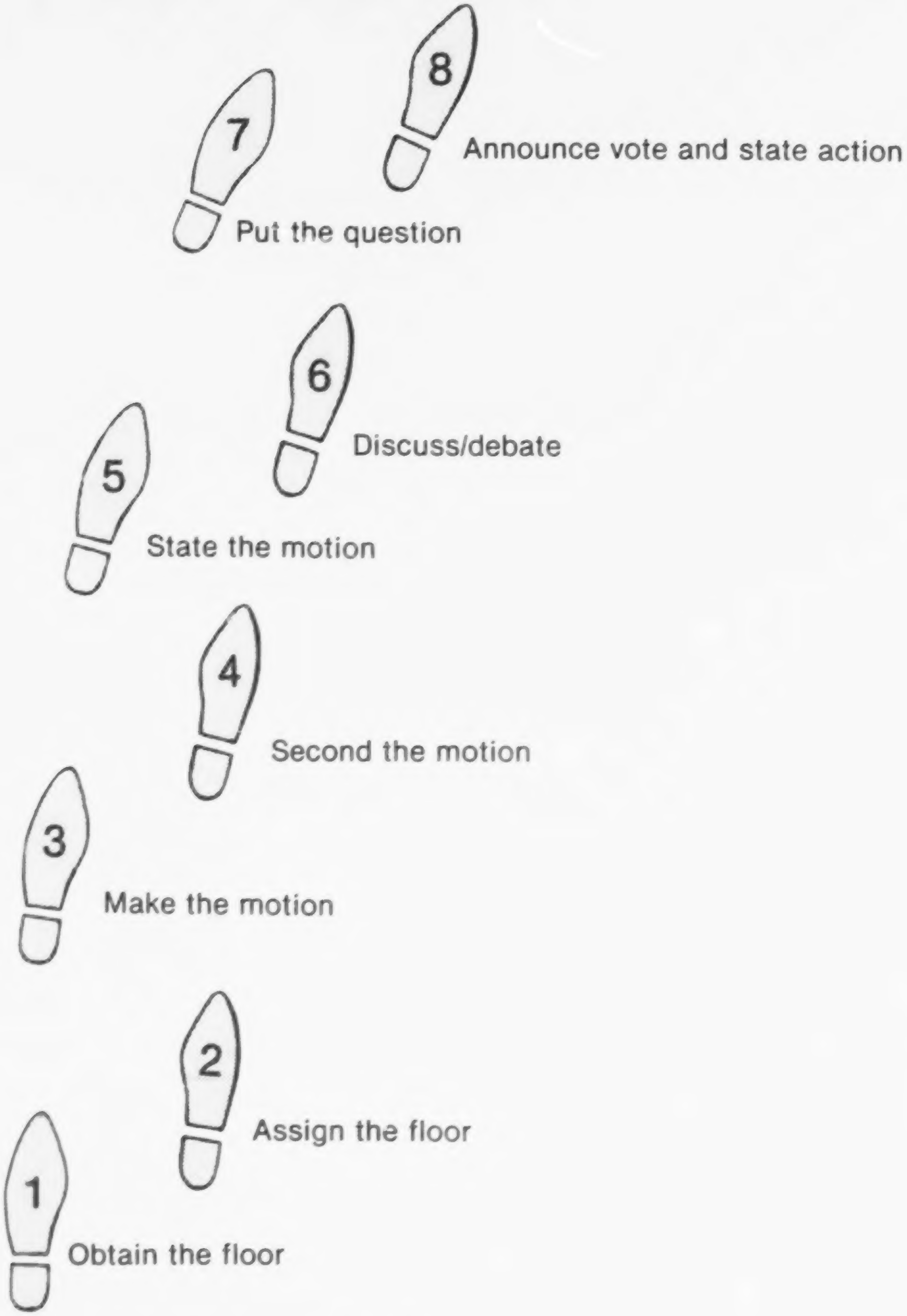
Kind	Second Required	Debatable	Amendable	Vote Required	Can be Reconsidered
Fix the time to which to adjourn	Yes	No	Yes	M	Yes
Adjourn	Yes	No	No	M	No
Recess	Yes	No	Yes	M	No
Raise a question of privilege	No	No	No	Chair grants	No
Call for the orders of the day	No	No	No	Demand	No
Lay on the table	Yes	No	No	M	No
Previous question	Yes	No	No	$2/3$	Yes
Limit debate	Yes	No	Yes	$2/3$	Yes*
Postpone definitely	Yes	Yes	Yes	M*	Yes
Commit	Yes	Yes	Yes	M	Yes*
Amend	Yes	Yes*	Yes	M	Yes
Postpone indefinitely	Yes	Yes	No	M	Aff. only
Main motion	Yes	Yes	Yes	M	Yes
Appeal	Yes	Yes*	No	Majority in negative	Yes
Consideration by paragraph	Yes	No	Yes	M	No
Division of the assembly	No	No	No	Demand	No
Division of a question	Yes	No	Yes	M	No
Objection to the consideration	No	No	No	$2/3$ opposed	Neg. only
Parliamentary inquiry	No	No	No	Chair Answers	No
Point of order	No	No	No	Chair rules	No
Suspend the rules	Yes	No	No	$2/3$	No
Reconsider	Yes	Yes*	No	M	No
Take from the table	Yes	No	No	M	No

*See *Robert's Rules of Order, Newly Revised* for exceptions.

Kind	Second Required	Debatable	Amendable	Vote Required	Can be Reconsidered
Fix the time to which to adjourn	Yes	No	Yes	M	Yes
Adjourn	Yes	No	No	M	No
Recess	Yes	No	Yes	M	No
Raise a question of privilege	No	No	No	Chair grants	No
Call for the orders of the day	No	No	No	Demand	No
Lay on the table	Yes	No	No	M	No
Previous question	Yes	No	No	⅔	Yes
Limit debate	Yes	No	Yes	⅔	Yes*
Postpone definitely	Yes	Yes	Yes	M*	Yes
Commit	Yes	Yes	Yes	M	Yes*
Amend	Yes	Yes*	Yes	M	Yes
Postpone indefinitely	Yes	Yes	No	M	Aff. only
Main motion	Yes	Yes	Yes	M	Yes
Appeal	Yes	Yes*	No	Majority in negative	Yes
Consideration by paragraph	Yes	No	Yes	M	No
Division of the assembly	No	No	No	Demand	No
Division of a question	Yes	No	Yes	M	No
Objection to the consideration	No	No	No	⅔ opposed	Neg. only
Parliamentary inquiry	No	No	No	Chair Answers	No
Point of order	No	No	No	Chair rules	No
Suspend the rules	Yes	No	No	⅔	No
Reconsider	Yes	Yes*	No	M	No
Take from the table	Yes	No	No	M	No

*See *Robert's Rules of Order, Newly Revised* for exceptions.

Steps to Process a Main Motion
(Rule of Eight)


8
Announce vote and state action
7
Put the question
6
Discuss/debate
5
State the motion
4
Second the motion
3
Make the motion
2
Assign the floor
1
Obtain the floor

PARLIAMENTARY PROCEDURE
UNIT III

INFORMATION SHEET

I. Terms and definitions

   A. Rules of order — Set of rules for conducting a meeting in an organized and efficient manner

   B. Quorum — The number of members needed to be present to legally transact business

   C. Minority — Less than half

   D. Meeting — A single official gathering of a organization's members to transact business

   E. Debate — Formal discussion of a motion

   F. Second — Another member agrees that the motion should come before the assembly

   G. Chair — The presiding officer of the meeting

   H. Adjourn — The official close of the meeting

   I. Bylaws — The document that contains an organization's own basic rules relating principally to itself as an organization, rather than to the parliamentary procedure it follows

   J. Division — A demand by a single member that the vote be retaken by rising

   K. Committee — A small group of people designated to perform a specific function

II. Purposes of parliamentary procedure

   A. Democracy in action

   B. Justice to all

   C. Rule of the majority

   D. Rights of the minority

   E. Rights of individual members

   F. Rights of the absentee members should be protected

INFORMATION SHEET

   G. Pursuing only one item at a time

III. Function of the gavel — To exercise authority in support of self-government and orderly procedure

   (NOTE: Refer to the constitution for the gavel taps and the members' responses.)

IV. Methods of voting

   A. Voice vote — Members vote by saying "aye" or "no"

   B. Rising vote — Members vote by standing

   C. Ballot vote — Members cast a secret, written vote

   D. Roll call vote — Members vote when their name is called

   E. Voting by mail — Members send in their vote by mail

   F. Proxy voting — A power of attorney given by one person to another to vote in their stead

   G. Show of hands — An alternate method that can be used in place of rising vote in very small assemblies

V. Types of motion

   A. Main motion — The basis of all parliamentary procedure. Provides method of bringing business before the assembly for consideration and action. Can only be introduced if no other business is pending

   B. Subsidiary motions — Those that may be applied to another motion for the purpose of modifying it, delaying action on it, or disposing of it

   C. Privileged motions — Are such that, while having no relation to the pending question, are of such urgency, or importance that they are entitled to immediate consideration; relate to members, and to the organization, rather than to particular items of business

   D. Incidental motions — Are those (1) which arise out of a pending question; (2) which arise out of a question that has just been pending; or (3) that relate to the business of the assembly. Incidental motions usually apply to the method of transacting business rather than to the business itself. They have no rank among themselves because they are in order whenever they are incidental to the business of the assembly

   E. Restorative motions — Are motions which bring a question again before the assembly for its consideration

INFORMATION SHEET

VI. Classification and types of motions

- A. Privileged — In order from highest ranking to lowest ranking
  1. Fix the time to which to adjourn
  2. Adjourn
  3. Recess
  4. Raise the question of privilege
  5. Call for the orders of the day
- B. Subsidiary — In order from highest ranking to lowest ranking
  1. Lay on the table
  2. Previous question
  3. Limit or extend limits of debate
  4. Postpone to a certain time (definitely)
  5. Commit (refer to a committee)
  6. Amend
  7. Postpone indefinitely
- C. Main — Main motion or main question
- D. Incidental
  1. Appeal
  2. Consideration by paragraph or seriatim
  3. Division of the assembly
  4. Division of a question
  5. Objection to the consideration of the question
  6. Parliamentary inquiry
  7. Point of order
  8. Suspend the rules
- E. Restorative
  1. Reconsider
  2. Take from the table

INFORMATION SHEET

VII. Use of parliamentary procedure during a meeting (Table 1)

Parliamentary Procedure	Use During Meeting
Main motion	Present business for action
Postpone indefinitely	To kill the main motion
Lay on the table	Set matter aside for an emergency reason
Amend	Change or modify
Commit or refer to a committee	Let few attend to a matter
Previous question	Stop debate and amendments and order immediate vote
Suspend the rules	Do something contrary to the rules
Withdraw a motion	Prevent a motion from being voted on
Objection to consideration	Determine whether a question is in accord with bylaws
Question of privilege	Attend to well-being and comfort of the chapter members
Adjourn	Dismiss members from
Fix the time to which to adjourn	Set a time for next meeting
Reconsider	Provide an opportunity to vote a second time on a matter
Parliamentary inquiry	Ask question relating to parliamentary procedure
Point of order	Call attention to procedural error
Appeal	Allow member to question the decision of the chair
Take from the table	Take up an item that was laid on the table
Limit debate	Establish length of time for discussion
Postpone definitely	Defer a matter to a specified time
Recind	Cancel action taken by chapter
Division of the assembly	Question the chair's decision on a voice vote

INFORMATION SHEET

VIII. Steps in the progression of a motion (Transparency #2)

A. Member rises and addresses the presiding officer

EXAMPLE: "Mr./Madame President . . ."

B. Member is recognized

C. Member proposes the motion

EXAMPLE: "I move that . . ."

D. Another member seconds the motion without rising or addressing the chair

EXAMPLE: "Second"

E. The presiding officer states the motion

EXAMPLE: "It is moved and seconded that . . ."

F. Assembly debates and/or amends the motion

G. Presiding officer takes the vote

EXAMPLE: "As many as are in favor say aye. Those opposed say no."

H. The result of the vote is announced

EXAMPLE: "The ayes have it, the motion is adopted, and the chapter will . . ."

IX. Purpose of the a motion to amend — to modify the wording, and within certain limits the meaning, of a pending motion before the pending motion itself is acted upon

X. Ways to amend a motion

A. By inserting or adding

EXAMPLE: "I move to amend the motion by inserting the word 'personal' before the word 'computer'."

B. By striking out

EXAMPLE: "I move to amend the motion by striking out the words 'not to exceed $1000'."

C. By striking out and inserting

EXAMPLE: "I move to amend the motion by striking out the word 'apple' and inserting the word 'cherry'."

INFORMATION SHEET

XI. Duties of the chapter president

  A. Deciding the order of speakers

  B. Remaining impartial

  C. Restraining speakers within the limits of the rules

  D. Enforcing good decorum in debate

  E. Deciding on points of order

  F. Avoiding influencing a vote by commenting on a motion

XII. Characteristics of a parliamentary procedure team member

  A. Desires to work

  B. Is able to use parliamentary procedure

  C. Has strong, clean voice

  D. Is calm

  E. Possesses self-confidence

  F. Is humble

  G. Is dependable

PARLIAMENTARY PROCEDURE
UNIT III

ASSIGNMENT SHEET #1 — USE KINDS OF PARLIAMENTARY PROCEDURE MOTIONS

NAME ______________________ SCORE ____________

As a member, you will be a part of the decision-making body of the chapter. The chapter meeting is the place where chapter business is conducted and decisions are made. Meetings go smoothly when correct parliamentary procedures are used.

The purpose of this assignment sheet is to provide you the opportunity to practice using the different kinds of motions. The table that follows gives the classifications and kinds of motions. You are responsible for stating (1) whether a second is required, (2) whether the motion is debatable, (3) whether the motion is amendable, (4) whether the motion requires a two-thirds or simple majority vote or none, and (5) whether the motion can be reconsidered. Write "yes," "no," or the vote required in the appropriate blanks.

Kind	Second Required	Debatable	Amendable	Vote Required	Can be Reconsidered
Fix the time to which to adjourn					
Adjourn					
Recess					
Raise a question of privilege					
Call for the orders of the day					
Lay on the table					
Previous question					
Limit debate					
Postpone definitely					
Commit					
Amend					
Postpone indefinitely					
Main motion					
Appeal					
Consideration by paragraph					
Division of the assembly					
Division of a question					
Objection to the consideration					
Parliamentary inquiry					
Point of order					
Suspend the rules					
Reconsider					
Take from the table					

*See *Robert's Rules of Order, Newly Revised* for exceptions.

PARLIAMENTARY PROCEDURE
UNIT III

ASSIGNMENT SHEET #2 — USE RESOURCES TO ANSWER QUESTIONS ABOUT PARLIAMENTARY PROCEDURE

NAME ____________________________ SCORE ______________

It takes a great deal of study and practice to learn the correct use of parliamentary procedure.

Use your Information Sheet to answer the following questions and complete the following statements.

A. Name two motions that require a two-thirds vote.

1. ____
2. ____

B. What is the purpose of a motion? ______________________________

____

C. What is the purpose of an amendment? ______________________________

____

D. Name five motions that do not require a second.

1. ____
2. ____
3. ____
4. ____
5. ____

E. Name four motions that are not amendable.

1. ____
2. ____
3. ____
4. ____

ASSIGNMENT SHEET #2

F. Name three ways a motion may be amended.

1. ______________________________
2. ______________________________
3. ______________________________

	YES	NO
G. Is the motion to take from the table debatable?	____	____
H. Does the motion to adjourn have to be seconded?	____	____
I. Does an amendment require a second before it can be discussed?	____	____
J. Is the motion to lay on the table debatable?	____	____
K. Does the motion to suspend the rules require a two-thirds vote?	____	____
L. Is it necessary to rise when seconding a motion?	____	____
M. Should the presiding officer stand when addressing the chapter?	____	____
N. Is the motion to lay on the table a subsidiary motion?	____	____
O. Is the motion to amend always amendable?	____	____
P. Does the motion to amend always require a second?	____	____
Q. Is the motion to amend always debatable?	____	____
R. May the motion to amend be reconsidered?	____	____
S. Does the motion to lay on the table require a second?	____	____
T. Is the motion to lay on the table amendable?	____	____
U. Does the motion to lay on the table require a majority vote?	____	____
V. Is the motion to adjourn, if a privileged motion, debatable?	____	____
W. Should the presiding officer always be addressed as Mr. or Madam President?	____	____
X. May members discuss a motion before it is seconded?	____	____
Y. Is a good presiding officer tactful, helpful, and fair?	____	____

ASSIGNMENT SHEET #2

	YES	NO
Z. Does one rap of the gavel call the chapter to order?	______	______
AA. May a motion to refer to a committee be debated?	______	______
BB. Is a majority vote required in order to confirm a point of order?	______	______
CC. Does a tie vote on an appeal reverse the decision of the chair?	______	______
DD. Is a majority vote required to close nominations?	______	______

PARLIAMENTARY PROCEDURE
UNIT III

ASSIGNMENT SHEET #3 — USE CORRECT ORDER TO PROCESS A MOTION (RULE OF EIGHT)

NAME ______________________________ SCORE ______________

Chapter members are responsible for using correct procedures to process a motion that is before the membership. Although it is a simple process, it requires some practice.

Write the correct order to process a motion for the situations below.

A. Write the steps necessary to move the main motion, which is "The chapter have a party on Friday, March 15 at 6:30 P.M."

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________

B. Write the correct steps to amend the main motion by changing the time from 6:30 P.M. to 7:30 P.M.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________

PARLIAMENTARY PROCEDURE
UNIT III

ANSWERS TO ASSIGNMENT SHEETS

Kind	Second Required	Debatable	Amendable	Vote Required	Can be Reconsidered
Fix the time to which to adjourn	Yes	No	Yes	M	Yes
Adjourn	Yes	No	No	M	No
Recess	Yes	No	Yes	M	No
Raise a question of privilege	No	No	No	Chair grants	No
Call for the orders of the day	No	No	No	Demand	No
Lay on the table	Yes	No	No	M	No
Previous question	Yes	No	No	$2/3$	Yes
Limit debate	Yes	No	Yes	$2/3$	Yes*
Postpone definitely	Yes	Yes	Yes	M*	Yes
Commit	Yes	Yes	Yes	M	Yes*
Amend	Yes	Yes*	Yes	M	Yes
Postpone indefinitely	Yes	Yes	No	M	Aff. only
Main motion	Yes	Yes	Yes	M	Yes
Appeal	Yes	Yes*	No	Majority in negative	Yes
Consideration by paragraph	Yes	No	Yes	M	No
Division of the assembly	No	No	No	Demand	No
Division of a question	Yes	No	Yes	M	No
Objection to the consideration	No	No	No	$2/3$ opposed	Neg. only
Parliamentary inquiry	No	No	No	Chair Answers	No
Point of order	No	No	No	Chair rules	No
Suspend the rules	Yes	No	No	$2/3$	No
Reconsider	Yes	Yes*	No	M	No
Take from the table	Yes	No	No	M	No

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #2

A. Any of the following are correct
    1. Rescind
    2. Limit debate
    3. Suspend the rules
    4. Previous question
B. To place information before the body of house
C. To modify, change, or clairfy a motion
D. 1. Question of privilege
    2. Point of order
    3. Division of the house
    4. Parliamentary inquiry
    5. To withdraw a motion
E. Answer should include any four of the following
    1. Adjourn
    2. Question of privilege
    3. Point of order
    4. Appeal
    5. Suspend the rules
    6. Division of the Assembly
    7. Parliamentary inquiry
    8. To withdraw a motion
    9. Lay on the table
    10. Previous question
    11. Call for the orders of the day
    12. object to the consideration of the question
    13. Postpone indefinitely
    14. Take from the table
    15. Reconsider
F. 1. Inserting or adding
    2. Striking out
    3. Striking out and inserting
G. No
H. Yes
I. Yes
J. No
K. Yes
L. No
M. Yes
N. Yes
O. Yes
P. Yes
Q. No
R. Yes
S. Yes
T. No
U. Yes
V. No

ANSWERS TO ASSIGNMENT SHEETS

W. Yes
X. No
Y. Yes
Z. Yes
AA. Yes
BB. No
CC. No
DD. No

Assignment Sheet #3

A. 1. Member rises and addresses the presiding officer
   2. Member is recognized
   3. Member says, "I move that our chapter have a party on Friday, March 15, at 6:30 P.M."
   4. Another member seconds the motion
   5. Presiding officer states motion
   6. Motion is debated
   7. Presiding officer takes the vote
   8. The result of the votes is announced

B. 1. Member rises and addresses the presiding officer
   2. Member is recognized
   3. Member says, "I move to amend the main motion by strking out 6:30 P.M. and inserting 7:30 P.M."
   4. Another member seconds the amendment
   5. Presiding officer states the amendment
   6. The amendment is debated
   7. Presiding officer takes the vote on the amendment
   8. The result of the vote is announced

PARLIAMENTARY PROCEDURE
UNIT III

TEST

NAME ______________________________ SCORE ____________

1. Match to their correct definitions terms associated with parliamentary procedure. Write the correct numbers in the blanks.

_____a. To close or terminate a meeting

_____b. An official gathering of the members in order to transact business

_____c. Less than half

_____d. A small group of people designated to perform a specific function

_____e. Another member agrees that a motion should come before the assembly

_____f. Set of rules for conducting a meeting in an organized and efficient manner

_____g. The number of members needed to be present to legally transact business

_____h. Formal discussion of a motion

_____i. A demand by a single member that the vote be retaken by rising

_____j. The document that contains an organization's own basic rules relating principally to itself as an organization, rather than to the parliamentary procedure it follows

_____k. The presiding officer of the meeting

1. Second
2. Rules of order
3. Bylaws
4. Meeting
5. Chair
6. Committee
7. Debate
8. Minority
9. Division
10. Quorum
11. Adjourn

2. Select from the following list purposes of parliamentary procedure. Write an "X" in the blank before each correct answer.

_____a. Allowing majority to rule while respecting the rights of the minority

_____b. Limiting debate to five minutes

_____c. Letting president control intent of meeting

TEST

______d. Allowing equal rights to all members

______e. Controlling what the chapter does

______f. Allowing full and free debate

______g. Handling up to four items at a time

3. State the function of the gavel.

____

____

4. Match methods of voting to their correct definitions. Write the correct numbers on the blanks.

______a. Members vote by standing

______b. Members vote by saying "aye" or "no"

______c. Members cast a written vote

______d. A power of attorney

______e. Voting when name is called

1. Voice vote
2. Proxy
3. Secret ballot
4. Roll call vote
5. Rising vote

5. Match types of motions to their correct description. Write the correct numbers in the blanks.

______a. Motions that have no relation to the pending question, are of such urgency, or importance that they are entitled to immediate consideration

______b. Motions that may be applied to another motion for the purpose of modifying it, delaying action on it, or disposing of it

______c. Motions that bring a question again before the assembly for its consideration

______d. The basis of all parliamentary procedure. Provides method of bringing business before the assembly

______e. Motions that arise out of a pending question; that arise out of a question that has just been; or that relate to the business of the assembly

1. Main
2. Subsidiary
3. Privileged
4. Incidental
5. Restorative

TEST

6. Match types of motions to their correct classifications. Write the correct numbers in the blanks. Answers may be used more than once.

______a. Objection to the consideration of the question

______b. Main motion or main question

______c. Point of order

______d. Amend

______e. Refer to a committee

______f. Parliamentary inquiry

______g. Adjourn

______h. Lay on the table

______i. Division of the assembly

______j. Postpone definitely

______k. Suspend the rules

______l. Previous question

______m. Limit debate

______n. Appeal

______o. Take from the table

______p. Postpone indefinitely

______q. Reconsider

______r. Question of privilege

1. Subsidiary
2. Main
3. Privileged
4. Incidental
5. Restorative

TEST

7. Match parliamentary procedures to their correct uses during a meeting. Write correct numbers in the blanks.

______a. Question the chair's decision on a voice vote

______b. Present business for action

______c. Cancel action taken by the chapter

______d. To kill the main motion

______e. Defer a matter to a specified time

______f. Set aside a matter for an emergency reason

______g. Establish length of time for discussion

______h. Change or modify

______i. Take up an item that was set aside for an emergency reason

______j. Let a few attend to a matter

______k. Allows member to question the decision of the chair

______l. Stop debate and amendments and order an immediate vote

______m. Call attention to procedural error

______n. Do something contrary to the rules

______o. Ask question related to parliamentary procedure

______p. Prevent a motion from being voted upon

______q. Provide an opportunity to vote a second time on a matter

______r. Determine whether a question is in accord with bylaws is relevant

______s. Set a time for the next meeting

______t. Attend to well-being and comfort of the chapter or members

______u. Dismiss members from meeting

1. Adjourn
2. Main motion
3. Postpone indefinitely
4. Division of the assembly
5. Rescind
6. Lay on the table
7. Limit debate
8. Amend
9. Commit or refer to a committee
10. Take from the table
11. Previous question
12. Appeal from the decision of the chair
13. Suspend the rules
14. Withdraw a motion
15. Objection to consideration
16. Question of privilege
17. Fix the time to which to adjourn
18. Reconsider
19. Parliamentary inquiry
20. Point of order
21. Postpone definitely

TEST

8. Arrange in order the following steps in the progression of a motion. Write a "1" before the first step, a "2" before the second step, and so on.

______a. Assembly debates and/or amends the motion

______b. Member proposes the motion

______c. Member rises and addresses the presiding officer

______d. Result of the vote is announced

______e. Presiding officer states the motion

______f. Member is recognizes

______g. Presiding officer takes the vote

______h. Another member seconds the motion without rising or addressing the chair

9. State the purpose of a motion to amend.

____

____

10. List the common ways to amend a motion.

a. ____

b. ____

c. ____

11. Select from the following list the duties of the chapter president. Write an "X" in the blank before each correct answer.

______a. Appointing committees

______b. Deciding the order of speakers

______c. Voting on all motions introduced

______d. Enforcing good decorum

______e. Influencing a vote by giving own opinion

______f. Seconding motions

______g. Deciding points of orders

TEST

_____h. Restraining speakers within the limits of the rules

_____i. Favoring friends and senior members

12. State four characteristics of a parliamentary procedure team member.

a. ____

b. ____

c. ____

d. ____

PARLIAMENTARY PROCEDURE
UNIT III

ANSWERS TO TEST

1. a. 11
   b. 4
   c. 8
   d. 6
   e. 1
   f. 2
   g. 10
   h. 7
   i. 9
   l. 3
   k. 5

2. a, d, f

3. The function of the gavel is to exercise authority in support of self-government and orderly procedure

4. a. 5
   b. 1
   c. 3
   d. 2
   e. 4

5. a. 3
   b. 2
   c. 5
   d. 1
   e. 4

6. a. 4
   b. 2
   c. 4
   d. 1
   e. 1
   f. 4
   g. 3
   h. 2
   i. 4
   j. 1
   k. 4
   l. 1
   m. 1
   n. 4
   o. 5
   p. 1
   q. 5
   r. 3

7. a. 4
   b. 2
   c. 5
   d. 3
   e. 21
   f. 6
   g. 7
   h. 8
   i. 10
   j. 9
   k. 12
   l. 11
   m. 20
   n. 13
   o. 19
   p. 14
   q. 18
   r. 15
   s. 17
   t. 16
   u. 1

8. a. 6
   b. 3
   c. 1
   d. 8
   e. 5
   f. 2
   g. 7
   h. 4

9. To modify the wording, and within certain limits the meaning, of a pending motion before the pending motion itself is acted upon.

ANSWERS TO TEST

10. a. By inserting or adding
    b. By striking out
    c. By striking out and inserting

11. b, d, g, h

12. Answer should include any four of the following
    a. Desire to work
    b. Is able to use parliamentary procedure
    c. Has strong, clear voice
    d. Is calm
    e. Possesses self-confidence
    f. Is humble
    g. Is dependable

BECOMING A DECA LEADER
UNIT IV

UNIT OBJECTIVE

After completing this unit, the student should be able to apply leadership skills in the community and local chapter. The student will show this ability by completing assignment sheets and by achieving at least a minimum score of eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Define leadership.
2. Select seven characteristics of a leader.
3. Select from a list the reasons for becoming a good leader.
4. Select from a list the steps in becoming a good leader.
5. Match styles of leadership to correct descriptions.
6. State examples of ways to demonstrate leadership.
7. Select from a list characteristics of an active DECA member.
8. Select from a list characteristics of a strong DECA chapter leader.
9. List the ways to make a good first impression.
10. Select from a list proper manners to use when eating in public.
11. Match roles found in groups to correct descriptions.
12. List categories of organizations where leadership skills may be used.
13. Select leaders within your community.
14. Rate yourself as a leader.
15. Interview a person in a leadership role.
16. Demonstrate the ability to tie a necktie or scarf.

BECOMING A DECA LEADER
UNIT IV

SUGGESTED ACTIVITIES

I. Unit contents

  A. Objective sheet

  B. Suggested activities

    1. Supplements

      a. Supplement #1 — Leadership Handouts

      b. Supplement #2 — Production Company Simulation Game

    2. Transparency masters

      a. TM 1 — Leadership

      b. TM 2 — Traits of a Good Leader

      c. TM 3 — Leadership Styles

      d. TM 4 — Roles of a Good Leader

      e. TM 5 — Roles of a Good Leader (Continued)

      f. TM 6 — Roles of a Good Leader (Continued)

      g. TM 7 — Roles of a Good Leader (Continued)

      h. TM 8 — Roles of a Good Leader (Continued)

  C. Information sheets

  D. Assignment sheets

    1. Assignment Sheet #1 — Select Leaders Within Your Community

    2. Assignment Sheet #2 — Rate Yourself as a Leader

    3. Assignment Sheet #3 — Interview a Person in a Leadership Role

  E. Answers to assignment sheets

  F. Job sheet

    1. Job Sheet #1 — Demonstrate the Ability to Tie a Necktie or Scarf

  G. Test

  H. Answers to test

SUGGESTED ACTIVITIES

II. Instructor's guide

  A. Obtain materials to supplement unit.

    1. Video tape

      a. *The Miracle Man.* this tape is available from American Media, Inc.; 1454 30th Street, Suite 105; West Des Moines, Iowa 50265. You may also call toll free 1-800-262-2557.

    2. Books

      a. *The Situational Leader* by Paul Hersey. This book is available through most libraries or may be purchased from Warner Books, Inc., c/o Ballantine Books, Inc., 201 East 50th Street, New York, New York 10022. You may also call 1-800-638-6460 or (212) 751-2600.

      b. *Management of Organizational Behavior: Utilizing Human Resources* by Paul Hersey and Kennith H. Blanchard. This book is available through most libraries or may be purchased for $27.95 from Prentice-Hall, Inc., 200 Old Tappan Road, Old Tappan, New Jersey 07675. You may also call (201) 767-5049.

      c. *Leadership Development* by George Shinn. This book is available through most libraries or may be purchased from McGraw-Hill, Inc., 1221 Avenue of the Americas, New York, New York 10020. You may also call 1-800-628-0004 or (212) 512-2000.

  B. Gather scissors, tape, and construction paper if you are going to use Supplement #2, Production Company Simulation Game.

  C. Read the unit and relevant portions of one or more of the books previous mentioned.

  D. Provide your students with the objective sheet.

  E. Discuss unit and specific objectives.

    1. Emphasize the relationship between membership and leadership that must exist in any successful operating organization.

      - Introduce the idea that psychologists say that we, the followers, set the limits for what our leaders to be—and where we want them to lead us. Ask your students to react.

      - Write selected quotations on the chalkboard to help your students focus on the relationship between leaders and followers.

        "When a genuine leader has done his work, his followers will say, 'we have done it ourselves,' and feel that they can do great things without leaders."

        Eric Hoffer
        Longshoreman-philosopher

SUGGESTED ACTIVITIES

"You take people as far as they will go, not as far as you would like them to go."

Jeannette Rankin
Congresswoman

"In the world men must deal with according to what they are, and not what they ought to be; and the great art of life is to find out what they are, and act with them accordingly."

Charles C. F. Greville
English political writer

"I make progress by having people around me who are smarter than I am—and listening to them. And I assume that everyone is smarter about something than I am."

Henry Kaiser
industrialist

"No man will make a great leader who wants to do it all himself or to get all the credit for doing it."

Andrew Carnegie
Industrialist

F. Discuss information, assignment, and job sheets.

1. Help your students develop personal meaning for the word "leadership." Use Information Sheet, Sections I, II, and III, Transparencies #1 through #3, and Assignment Sheets #1 and #2.

    - Write names of selected leaders on chalkboard. Ask your students if they can identify or associate with any of them. Why or why not? Ask your students what leadership qualities they associate with each leader.

      Martin Luther King (Black leader who headed the Southern Christian Leadership Conference)

      John F. Kennedy (president of the United States; first Catholic president)

      Vince Lombardi (coach of Green Bay Packers and Washington Redskins)

      Chris Evert-Lloyd (tennis champion)

SUGGESTED ACTIVITIES

Neil Armstrong (astronaut; first man on the moon)

Gloria Steinem (female leader)

Shirley Temple Black (diplomat; former actress)

- Ask your students to write the names of at least six national and world leaders that they admire and the names of leaders they do not admire. Ask the students to discuss why they do or do not respect these leaders.
- Help your students make appointments to complete Assignment Sheet #2. Make suggestions or recommendations as needed.

2. Carefully explain the steps of becoming a good leader as presented in Information Sheet, Section IV.

   - Ask your students how they think the leaders mentioned previously became leaders.
   - Ask your students how they might improve themselves as leaders in school.
   - Have your students complete Assignment Sheet #3 and to discuss the results with the class. This openness will help your students to become a leader.

3. Use Transparency #2 to help discuss Information Sheet, Section V.

   - Ask your students how they would categorize the leaders that were discussed earlier.
   - Make a list of various leaders in your community or school on chalkboard and have your students place each leader in the right category.

     (NOTE: Explain to your students that though the categorization that the class arrives at for particular leaders may or may not be exact. You may also add that under given situations, a leader may be required to change leadership style.)

4. Help students begin to realize that leadership is displayed in many ways; use Information Sheet, Section VI.

   - Use Supplement #1, Production Company Simulation Game, to demonstrate the interdependence existing between leaders and followers.

     (NOTE: To be most effective, this simulation should be repeated in five-minute time intervals four times during one class period.)

SUGGESTED ACTIVITIES

- After playing Production Company Simulation Game, ask the following questions:

  What planning, assessing, organizing, delegating, or specializing took place?

  What roles did you see in each group?

  Was there a display of good leadership qualities such as tactfulness, enthusiasm, encouragement, discipline, instruction, and cooperation?

  What happened when a member was absent or did not show up to complete his or her responsibilities, such as that person not being allowed to begin the game?

  What happened when working conditions were not adequate, such as when the scissors were not used for two minutes?

  What happened when members of the production group were late or did not have a good time schedule to follow in completing the task, such as the people who quit working for one minute?

  Was the person who had the idea for what to make the same person who did the cutting and/or taping? Was it the same person who provided encouragement and enthusiasm? Are all roles in the group important? Would the same people always play the same roles regardless of the group's goal or task?

  Was there anyone in the group who willingly or unwillingly did not participate? If so, what could be done to use everyone's talents?

5. Discuss information and assignment sheets.

   - Emphasize that DECA membership is the only viable source for good DECA leaders and officers; use Information Sheet, Sections VII and VIII to discuss characteristics of good members. Have students complete Assignment Sheet #1.

6. Emphasize the importance of leaders making a good first impression; use Information Sheet, Sections IX and X.

   - Have students practice guidelines given in Section IV.

   - Invite a resource person to discuss the importance of using manners while eating in public.

7. Use Transparencies #4 through #8 to help discuss Information Sheet, Section XI. Have your students complete Supplement #2 if you have not already.

SUGGESTED ACTIVITIES

8. Information Sheet, Section XII, can be supplemented with a list provided by each student.

   - Have each of your students list the organizations that they feel leadership skills are necessary and those that leadership skills are not necessary. Write the answers on the chalkboard and discuss the results.

     (NOTE: After you have discussed the results, explain to your students that all organizations require leadership skills.)

G. Assign Job Sheet #1

H. Give test

I. Critique test and discuss in class.

III. Unit references

A. Patton, Bob, et. al. *VICA: Learn, Grow, Become*. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1984.

B. Patton, Bob, and Cecil Cox. *Vocational Agriculture III*. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1978.

BECOMING A DECA LEADER
UNIT IV

SUPPLEMENT #1 — LEADERSHIP HANDOUTS

THE MAGIC WORD

- The Magic Word is **ATTITUDE**!!!
- Attitude—the position or bearing as indicating action, feeling, or mood.
- Life is a cause and effect relationship.

"Human beings can alter their lives by altering their attitudes of mind."

- Your attitude about yourself determines your attitude toward the world.
- Attitude is the reflection of a person—what is going on in the inside shows the outside.
- Expect more good out of life than bad. Expect to succeed more than you fail.
- Your environment is really a mirror of your mental attitude.

"Small deeds done are better than great deeds planned." — Peter Marshall

"You won't find many success rules that will work, unless you do." — *Friendly Chat*

"If you are set on making good somewhere, why not make good where you are?" — *Try Square*

- If I cannot do great things, I can do small things in a great way.

"Before you can do something, you must first be something." — Goethe

- You must act, look and feel successful before you can become successful.
- Unto himself, each person is the most important individual on earth.
- Before a person can achieve the kind of life he wants, he must become that kind of individual.

"Success or failure in any undertaking is caused more by the mental attitude—even than by mental capacities." — Walter Dill Scott, Northwestern University

SUPPLEMENT #1

SUMMARY:

1. It is our attitude at the beginning of a task which, more than anything else, will affect its successful outcome.
2. It is our attitude toward life which will determine life's attitude toward us.
3. We are interdependent. It is impossible to succeed without others. And it is our attitude toward others which will determine their attitude toward us.
4. Before a person can achieve the kind of life he wants, he must become that kind of individual . . . he must THINK, ACT, TALK, WALK, AND CONDUCT himself in all of his affairs—as would the person he wishes to become.
5. The higher you go in any organization of value, the better will be the attitudes you will find.
6. Your mind can hold only one thought at a time. Since nothing can be gained by holding negative thoughts, hold successful positive thoughts.
7. The deepest craving of human beings is to be needed, to feel important, to be appreciated. Give it to them, and they'll return it to you.
8. Part of a good attitude is to look for the best in new ideas . . . and look for good ideas everywhere.
9. Don't waste time broadcasting your personal problems. It probably won't help you—it can't help others.
10. Don't talk about your health unless it's good (unless you are talking to your doctor).
11. Radiate the attitude of well-being, of confidence, of a person who knows where they are going.
12. Treat everyone with whom you come in contact as the most important person on earth.

SUPPLEMENT #1

MIRACLE OF YOUR MIND

- We use only 10% of our mental capacities.

  "Successful people are not people without problems; they are simply people who have learned to solve their problems."

  Robert Seashore, Chairman
  Department of Psychology
  Northwestern University

- Living successfully, getting the things we want from life, is a matter of solving the problems which stand between where we now are and the point we wish to reach!

  "The only thing about a man that is a man is his mind. Everything else you can find in a pig or a horse."

  Archibald Macleish

- Brainstorm daily.

- Of things people worry about:

  40% of them will never happen.
  30% have already happened and can't be changed.
  12% are needless worries about our health.
  10% are petty, miscellaneous worries.
  8% are real

  Therefore, separate the real from the unreal and don't waste time or energy worrying about needless things.

- The only thing in the world that can take you to your goals in life is your mind.

GREEN PASTURES

- Each of use, at this moment, is standing in the middle of his own "acres of diamonds."
- While we're looking at other pastures, other people are looking at ours!
- No matter what your goal may be, the road to it can be found somewhere in the work which you now find yourself.
- Jobs don't have futures; people do.

  "Unless a man has trained himself for his chance, the chance will only make him ridiculous. A great occasion is worth to a man exactly what his preparation enables him to make of it." — Matthews

SUPPLEMENT #1

- Develop *intelligent objectivity.*
- Know your profession!
- Successfully serving and getting along with people will determine success or failure.
- To become a professional, study these three subjects:

  1. Our company and industry
  2. Our job
  3. People

  "No man can become rich without enriching others. Anyone who adds to prosperity must prosper in turn."

- We poke ourselves into jugs beyond which we cannot grow. Let's remove the limitations we've set upon ourselves.
- Only preparation can insure our taking advantage of the opportunities which will present themselves in the future; opportunities which are around us now.
- Put your imagination to work on the many ways and means of improving what you are now doing.

  "If a man has any brains at all, let him hold onto his calling, and in the grand sweep of things, his turn will come at last . . . " — McCune

A WORTHY DESTINATION

- Keep track of unusual accomplishments.
- Have a goal—fix in your mind a point you have to reach.

  "What the mind of man can conceive—and believe—it can achieve."

- SUCCESS—"Success is the progressive realization of a worth ideal!"
- Each of us must decide for ourselves what our goal is.
- Proceeding successfully through a lifetime should be a matter of progressively setting and achieving goals, one after another, each a little bit better than the former.
- You can only achieve one goal at a time.
- Establishing a goal is vital to success because "we become what we think about."

  "The man without a purpose is like a ship without a rudder." — Carlyle

SUPPLEMENT #1

THE PHYSICAL YOU

(Mental and Emotional Health)

YOUR DAILY PRACTICE GUIDE TO THE HAPPINESS HABIT

- I will be as cheerful as possible.
- I will try to feel and act a little more friendly toward other people.
- I will be a little less critical and a little more tolerant of other people, their faults, failings and mistakes.
- I will act as if success were inevitable.
- I will practice "acting like" and "feeling like" the new personality.
- I will not let my opinion color facts in a pessimistic or negative way.
- I will practice smiling at least three times during the day.
- I will react as calmly and as intelligently as possible regardless of what happens.
- I will ignore and close my mind to all those pessimistic and negative "facts" which I can do nothing about.

BECOMING A DECA LEADER
UNIT IV

SUPPLEMENT #2 — PRODUCTION COMPANY SIMULATION GAME

I. Object — Setting and achieving realistic goals; working as a member of a productive team

II. Preparation

A. Make a copy of the box pattern that follows for each group.

B. Divide students into groups of approximately six to eight persons.

C. Provide each group with the following materials: one pair of scissors, one roll of tape, pattern for box, and about 150 sheets of construction paper.

III. Play

A. Explain that each group is to act as a company that makes boxes. Each team should decide on a "company name" and elect a supervisor.

B. Demonstrate how to make construction-paper boxes, using the pattern that follows.

C. Instruct each "company" to set goals for the number of boxes they plan to produce during each five-minute period.

D. Have the supervisor of each company draw slips of paper that have problems written on them before you begin each five-minute session.

EXAMPLES: Employees strike (do not allow anyone to work the first two minutes of the next round)

Two employees do not show up for work (two players are taken out of the team)

Two employees are late for work (two players sit out the first minute of the next round)

Equipment was not properly cared for and, consequently, broke down (team cannot use the scissors for the first two minutes of the next round)

Shortage of raw materials (reduce the amount of construction paper available)

Equipment was not properly cared for and, consequently, broke down (team cannot use tape for first minute of the next round)

SUPPLEMENT #2

E. Time each work period, and record the goals and actual achievements on the chalkboard as shown as example below.

EXAMPLE:

	NUMBER OF BOXES							
	Company Name		Company Name		Company Name		Company Name	
	Goal	Produced	Goal	Produced	Goal	Produced	Goal	Produced
Period #1	5	2	6	4	3	3	4	3
Period #2								
Period #3								
Period #4								

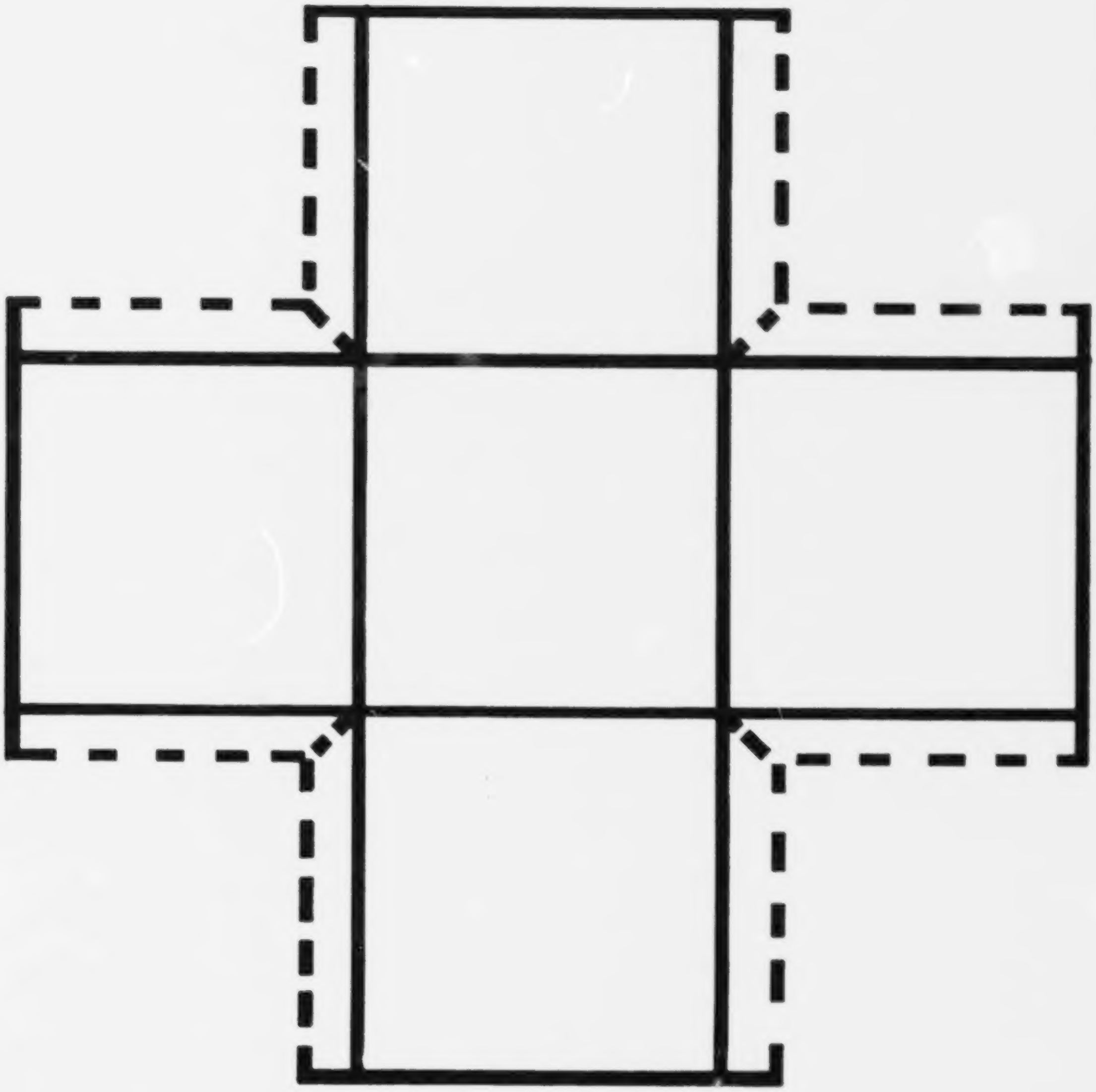
F. Act as the Quality Control Department and do not accept poorly constructed boxes.

G. Remind the "companies" that the number of boxes produced does not count until they have been delivered to you.

(NOTE: After a few five-minute periods, the companies should be setting and achieving realistic goals.)

H. Have students clean up the scraps of paper from the floor and work area.

SUPPLEMENT #2



BECOMING A DECA LEADER
UNIT IV

INFORMATION SHEET

I. Leadership — Combination of qualities which inspires confidence, draws others toward the leader, and causes them to follow (Transparency 1)

II. Characteristics of a DECA leader

   A. Positive ATTITUDE

   B. Self motivator

   C. Professional

   D. Success oriented

   E. "Self" understanding

   F. Polite

   G. Enthusiastic

   H. Well mannered

   I. Humble

   J. Neatly dressed and groomed

   K. Hard working

   L. Responsible

   M. Patriotic

II. Reasons for becoming a good leader

   A. Develops leadership, which is needed in all fields

   B. Is a challenge to learn leadership skills

   C. Creates respect for others

   D. Helps individuals to mature

   E. Improves living conditions

IV. Steps in becoming a good leader

   (NOTE: Leaders are made, not born.)

   A. Study qualities of a good leader

   B. Evaluate your strong and weak points

INFORMATION SHEET

C. Become a good follower

(NOTE: It is important to become a good follower before becoming a good leader.)

D. Develop a plan for training yourself as a leader

V. Styles of leadership (Transparency 2)

(NOTE: The most successful leader uses all three types of leadership, depending on the circumstances and the people involved. The person who uses only one style will have trouble due to the individual differences of the people in the work group. Certain personalities seem to require different types of leadership.)

A. Autocratic

(NOTE: This style is used best with aggressive, hostile, or insecure persons or in a binding situation.)

1. Does all the planning, organizing, controlling, and coordinating
2. Gives more emphasis to getting the job done than to the feelings of others
3. Is characterized by close supervision

B. Democratic

(NOTE: This style is used best with aggressive, cooperative persons. It works well with established employees and methods.)

1. Shows consideration for others
2. Listens to and uses good ideas from others
3. Is characterized by general supervision
4. Defines goals and lets co-workers use their judgment about how to do the job to some extent
5. Checks with the co-workers periodically to reward and/or make necessary corrections

C. Laissez faire (Lay say fair)

(NOTE: This style is used best with aggressive, cooperative, individualistic persons.)

1. Passes on information and direction from higher authority

INFORMATION SHEET

        2. Depends entirely on others to get the job done

VI. Ways to show leadership

- A. Family
    1. Make an effort to get along with brothers and sisters
    2. Make an effort to create cooperation between family members who often quarrel or disagree
    3. Perform assigned home chores without balking or fighting
    4. Offer to help parents with work projects, or brothers and sisters with homework or personal projects, even if they do not ask
    5. Abide by family rules
    6. Make a genuine effort to find and propose solutions or compromises when you and your parents or siblings disagree
- B. Friends and acquaintances
    1. Do not give in to suggestions to do things that you know you should not do, or do not really want to do
    2. Be loyal
    3. Give good advice if asked for it, and as little as possible if not
    4. Help to build friends' confidence by not putting them down, even in fun
    5. Make an effort to be friendly to everyone, especially those who seem to lack confidence and need friendship
- C. School
    1. Treat school properly with respect
    2. Be positive toward instructors and school administrators
    3. Volunteer to serve on school and chapter committees
    4. Do your committee assignment after you have it
    5. Speak up in class and in chapter meetings
    6. Agree to hold a chapter office if you are asked to do so
    7. Be proud of the skills you are learning

INFORMATION SHEET

D. Community

1. Respect community property
2. Make an effort to learn about community government
3. Read the newspaper
4. Obey the laws
5. Offer your services as a volunteer in getting out the vote, cleaning up the community, collecting for charities

VII. Characteristics of an active DECA chapter member

(NOTE: From good DECA members come good leaders. These leaders must be able to serve as officers and as the chapter's committee chairmen. They also represent their chapter before civic groups and are the ones most frequently seen by the public as leaders.)

A. Assumes responsibility for sharing business at hand during meetings

B. Has pride in chapter; is willing to express ideas for the chapter's benefit

C. Is tolerant of other members' ideas

D. Is aware of purposes of chapter meetings and helps to accomplish these purposes

E. Gives constructive criticism for the good of the chapter

VIII. Characteristics of a strong DECA chapter leader

A. Has poise, confidence, and the capability to do job

B. Gives proper attention to preplanning DECA meetings and committee work

C. Demonstrates interest by own attitude; practices good democratic principles in dealing with members

D. Gives credit to others for their contributions.

E. Realizes the importance of letting others share in responsibilities; believes in the FBLA organization and has a sincere desire to serve all members

IX. Ways to make a good first impression

(NOTE: DECA members and leaders share the responsibility for representing themselves, as well as the local chapter.)

A. Give a firm handshake

(NOTE: Do not grip the other person's hand too firmly or too limply.)

INFORMATION SHEET

B. Smile and look the person in the eye when shaking hands

C. When introduced, repeat the person's name correctly and use it immediately

D. Talk with your new acquaintance, but do not try to do all of the talking

E. Say good-bye with an expression of pleasure for having met the person

X. Proper manners to use when eating in public

(NOTE: More than likely as a DECA member you will eat in public; perhaps it will be the chapter banquet or maybe even part of a job interview. You will feel more at ease if you know that you are able to use proper manners.)

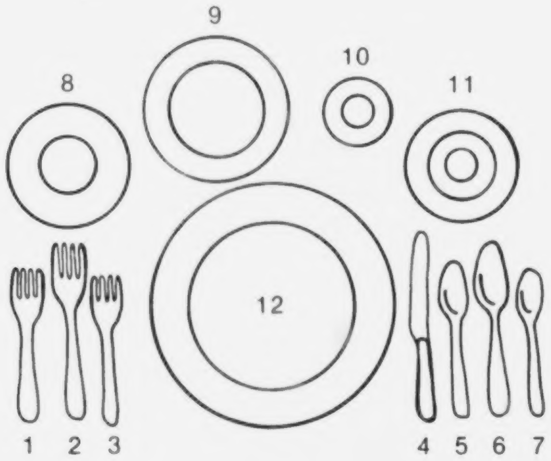
A. Wait to begin eating until everyone at your table has been served

B. Place your napkin on your lap before you start to eat

C. Use the utensil on the outside first and work toward the plate (Figure 1)

(NOTE: Arrangement and amount of silverware on the table can vary according to the type of restaurant and meal.)

FIGURE 1



1. Salad Fork
2. Dinner Fork
3. Pie Fork
4. Dinner Knife
5. Coffee Spoon
6. Soup Spoon
7. Appetizer Spoon
8. Salad Plate
9. Bread Plate
10. Water Glass
11. Coffee Cup and Saucer
12. Dinner Plate

INFORMATION SHEET

D. Do not move your dishes around

E. Eat quietly, and chew with your mouth closed

(NOTE: Do not talk with your mouth full.)

F. Leave an appropriate tip

(NOTE: A tip of 15 percent of the total bill is acceptable at most restaurants.)

XI. Roles found in groups

A. Initiator/contributor — Suggests or proposes new ideas or changes to the group (Transparency 3)

B. Opinion-seeker — Asks not for the facts primarily but for a clarification of the values involved in a suggestion made or in alternative suggestions (Transparency 3)

C. Opinion-giver — States own beliefs and emphasizes own views (Transparency 3)

D. Information-seeker — Asks for information and facts pertinent to the problem being discussed (Transparency 3)

E. Information-giver — Offers facts or generalizations to the group which are relative to his/her own experiences (Transparency 4)

F. Elaborator — Spells out suggestions in terms of examples (Transparency 4)

(NOTE: The elaborator offers a rationale for suggestions and tries to deduce how any idea or suggestion might work out if adopted by the group.)

G. Summarizer — Pulls ideas together so group might see where they are in their deliberation (Transparency 4)

H. Integrator — Tries to extract key points from several ideas and show what they have in common (Transparency 5)

I. Recorder — Writes down the suggestions and group decisions (Transparency 5)

J. Encourager — Praises, agrees with, and accepts the contributions of others (Transparency 5)

(NOTE: The encourager is able to draw out other people and make them feel their their ideas are important and worth hearing.)

K. Compromiser — Yields own position and admits her/his error or offers to meet halfway (Transparency 6)

INFORMATION SHEET

L. Follower — Goes along with the movement of the group (Transparency 6)

(NOTE: The follower may be an excellent worker but more or less passively accepts the ideas of others, serving as an audience in group discussion and decision-making.)

M. Dominator — Tries to assert authority or superiority in manipulating the group or certain members (Transparency 6)

N. Blocker — Tends to be negative to all ideas, rejecting without reason (Transparency 6)

O. No show — Doesn't care enough to show up for meeting (Transparency 7)

P. Recognition-seeker — Seeks in whatever way possible to call attention to himself/herself or to own activities and accomplishments (Transparency 7)

Q. Distractor — Displays lack of involvement in the group processes (Transparency 7)

(NOTE: Activity may take the form of horseplay, cynicism, fooling around with gadgets, and other forms of distracting behavior.)

XII. Categories of organizations where leadership skills may be used

(NOTE: The purposes and activities of many organizations overlap into several areas. The differences often exist only in membership requirements and in the origin of the organization. A large number of the organizations also include social activities in their program of work.)

A. Work

EXAMPLES: Supervisor, co-worker, union member

B. School

EXAMPLES: AIASA, HOSA, FFA, VICA, DECA, FBLA, FHA/HERO, student council

C. Church

EXAMPLES: Youth group, boards, committees

D. Civic/service clubs

EXAMPLES: Kiwanis, Lions, Rotary, Exchange, Jaycees, Masons, Knights of Columbus, Shriners, Odd Fellows, Demolay, Rainbows, Eastern Star, Elks Lodge, Moose Lodge

INFORMATION SHEET

E. Economic organizations

EXAMPLES: Chamber of Commerce, cooperatives, Cattlemen's Association

F. Professional organizations

EXAMPLES: Business and Professional Women, National Education Association

G. Charitable organizations

EXAMPLES: United Fund, Red Cross

H. Advisory committees

EXAMPLES: Vocational program advisory committee, advisory committee for building a new lake near the city

I. Special interest group

EXAMPLES: Veterans of Foreign Wars, American Legion, county fair board, Fraternal Order of Police, ecology groups, Alcoholics Anonymous

J. Political organizations

EXAMPLES: Republicans, Democrats

K. Support groups

EXAMPLES: Parent-Teacher Association, band boosters, DECA alumni groups

L. Age-oriented groups

EXAMPLES: Scouts, senior citizens groups

M. Athletic groups

EXAMPLES: Riding clubs, ski clubs, Little League

BECOMING A DECA LEADER
UNIT IV

ASSIGNMENT SHEET #1 — SELECT LEADERS WITHIN YOUR COMMUNITY

NAME ______________________ SCORE __________

A. Select three individuals in your local community who appear to you to be good leaders. List three leadership traits that you believe each individual possesses.

	NAME		LEADERSHIP TRAITS
1.	____________	a.	____________
		b.	____________
		c.	____________
2.	____________	a.	____________
		b.	____________
		c.	____________
3.	____________	a.	____________
		b.	____________
		c.	____________

B. Determine what type of city government you have in your community.

____

____

C. Who are the leaders in city government?

____

____

____

____

D. Name four civic or community clubs in your community.

1. ______________________________________
2. ______________________________________
3. ______________________________________
4. ______________________________________

BECOMING A DECA LEADER
UNIT IV

ASSIGNMENT SHEET #2 — INTERVIEW A PERSON IN A LEADERSHIP ROLE

NAME ________________________________ SCORE ______________

Part of being a leader involves getting along with others. This activity will provide an opportunity for you to experience personal interactions first-hand.

Arrange to interview a leader in your school or community. To help you begin, a list of questions you might ask the leader is given below. Space is provided to allow you to jot down answers given to you during the interview.

A. How long have you served in a leadership role?

B. What made you seek this leadership role?

C. Do you like serving in a leadership role? Why?

D. What duties accompany your leadership position?

E. What are the personal and professional benefits of leadership to you?

ASSIGNMENT SHEET #2

F. What character traits do you think are common to all leaders?

____

____

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____

____

G. What character traits do you think are not common to all leaders?

____

____

____

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____

BECOMING A DECA LEADER
UNIT IV

ASSIGNMENT SHEET #3 — RATE YOURSELF AS A LEADER

NAME ____ SCORE ________________

Serving in a leadership role, such as chapter officer or member, can be fun and challenging. It can also be frightening depending on your self-confidence and experience. Leaders tend to exhibit certain personality characteristics.

PART I

Complete the following self-rating scale. Use the key at the end of this assignment to see how you rate and to determine areas in which you need help. Circle the appropriate number following each trait:

4 — outstanding

3 — above average

2 — average

1 — poor

Total your score after completing the questions by adding the circled numbers.

(NOTE: You may want a classmate to rate you to see if the evaluations are the same.)

		Poor	Average	Above Average	Outstanding
A.	Do I maintain a well-groomed appearance?	1	2	3	4
B.	Do I delegate duties?	1	2	3	4
C.	Is my posture alert and poised?	1	2	3	4
D.	Is my disposition cheerful?	1	2	3	4
E.	Am I patient?	1	2	3	4
F.	Do I exert positive leadership?	1	2	3	4
G.	Am I generally thoughtful of the feelings of others?	1	2	3	4

ASSIGNMENT SHEET #3

		Poor	Average	Above Average	Outstanding
H.	Is my enthusiasm sincere and contagious?	1	2	3	4
I.	Do I keep trying until I achieve success?	1	2	3	4
J.	Am I sincere in my interest in other people?	1	2	3	4
K.	Am I working to get ahead?	1	2	3	4
L.	Do I get along well with others?	1	2	3	4
M.	Do I react well to criticism?	1	2	3	4
N.	Do I remember names and faces?	1	2	3	4
O.	Am I always on time?	1	2	3	4
P.	Am I cooperative?	1	2	3	4
Q.	Am I free of prejudice?	1	2	3	4
R.	Do I know how people react in most situations?	1	2	3	4
S.	Am I generally a good listener?	1	2	3	4
T.	Do I refuse to be hurt by what other people say?	1	2	3	4
U.	Can I criticize without giving offense?	1	2	3	4
V.	Do I usually like people for what they are, or do I wait to see if they like me?	1	2	3	4
W.	Do I enjoy being part of a group?	1	2	3	4
X.	Am I reliable?	1	2	3	4

ASSIGNMENT SHEET #3

	Poor	Average	Above Average	Outstanding
Y. Can I adapt myself to all situations?	1	2	3	4
Z. Am I not easily discouraged?	1	2	3	4
AA. Do I apply myself to the problems of each day?	1	2	3	4
BB. Can I make a decision quickly and accurately?	1	2	3	4
CC. Am I loyal to my supervisors and associates?	1	2	3	4
DD. Do I try to understand the other person's point of view?	1	2	3	4
EE. Am I neat and clean in my work?	1	2	3	4
FF. Do I know where I make my mistakes, and do I admit them?	1	2	3	4
GG. Am I looking for chances to serve others better?	1	2	3	4
HH. Am I following a plan for improvement and advancement?	1	2	3	4
II. Can I accept honors and advancements and yet keep my feet on the ground?	1	2	3	4
JJ. Am I dealing honestly and fairly with myself and with others?	1	2	3	4

TOTAL SCORE ______________________________

ASSIGNMENT SHEET #3

PART II

Now evaluate your score. If your score totaled over 100, your personality rating is superior. If you have been honest with yourself, you are among the people who are most likely to succeed. A score of 90 to 100 is above average; 75 to 90 is average; below 75 shows plenty of room for improvement.

A. What are your leadership strengths? ______________________________

____

____

____

____

____

B. What are your leadership weaknesses? ______________________________

____

____

____

____

____

C. How do you feel that your leadership skills can be improved? ______________

____

____

____

____

____

BECOMING A DECA LEADER
UNIT IV

JOB SHEET #1 — TIE A NECKTIE OR SCARF

I. Materials

  A. Necktie or scarf

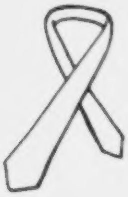
  B. Mirror

II. Necktie

  A. Procedure for tying a four-in-hand knot (Figures 1-6)

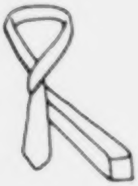
    1. Place tie around neck with wide end longer; cross wide end over narrow end

FIGURE 1



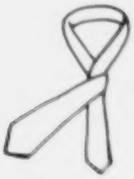
    2. Bring wide end around and back of narrow end

FIGURE 2



    3. Continue bringing wide end completely around and over the front

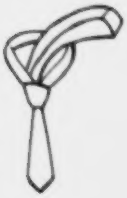
FIGURE 3



JOB SHEET #1

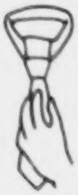
4. Pull wide end back and up through the center of tie

FIGURE 4



5. Pull point of wide end down through loop; form dimple

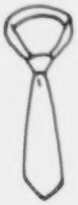
FIGURE 5



6. Tighten by sliding knot toward neck

(NOTE: You should now have a knot that is perfect in size, softly draped, and neatly dimpled.)

FIGURE 6



7. Repeat steps 1 through 6 several times

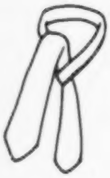
8. Remove necktie

JOB SHEET #1

B. Procedure for tying a Windsor knot (Figures 7-12)

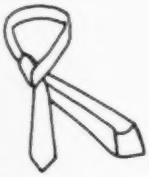
1. Place tie around neck with wide end about 12 inches longer; loop across and up through neck opening

FIGURE 7



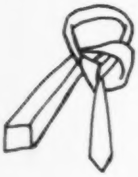
2. Bring wide end around and back of narrow end

FIGURE 8



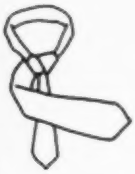
3. Continue bringing wide end up and over side opposite loop to form a V-knot

FIGURE 9



4. Continue this motion down, around, and over the front

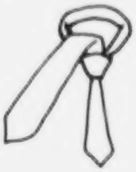
FIGURE 10



JOB SHEET #1

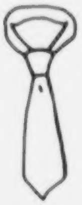
5. Bring wide end back under V-knot and pull up through center

FIGURE 11



6. Work end down through outer loop; dimple and tighten

FIGURE 12



7. Repeat steps 1 through 6 several times

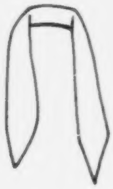
8. Remove necktie

II. Scarf

A. Procedure for tying a single square (Figures 13-17)

1. Place scarf around neck while leaving the right end approximately 3 inches longer than the left end

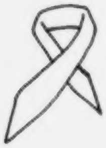
FIGURE 13



JOB SHEET #1

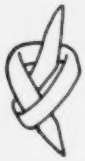
2. Cross the right side over the left

FIGURE 14



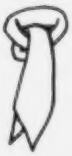
3. Pass the same side (longest) up through the loop

FIGURE 15



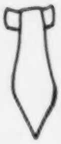
4. Place the long side down in the front

FIGURE 16



5. Pull the short end until the scarf is snug

FIGURE 17



JOB SHEET #1

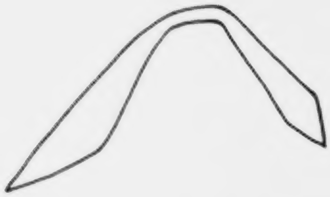
6. Repeat steps 1 through 5 several times

7. Remove scarf

B. Dog collar square

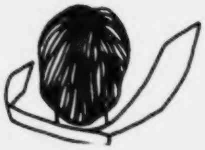
1. Place scarf around neck while leaving the right end approximately 3 inches longer than the left end

FIGURE 18



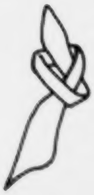
2. Wrap scarf around back of neck

FIGURE 19



3. Pass left side (longer end) over and up through right side

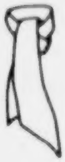
FIGURE 20



JOB SHEET #1

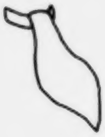
4. Tighten and draw up snug to neck

FIGURE 21



5. Adjust to right side

FIGURE 22



6. Repeat steps 1 through 5 several times.
7. Remove scarf

BECOMING A DECA LEADER
UNIT IV

TEST

NAME ______________________ SCORE __________

1. Define *leadership*.

____

____

____

2. List seven characteristics of a leader.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

g. ______________________________

3. Select from the following list reasons for becoming a good leader. Place an "X" in the blanks.

_____a. Creates respect for yourself

_____b. Develops leadership, which is needed in all fields

_____c. Helps individuals to become immature

_____d. Is a challenge to learn leadership skills

_____e. Creates poor living conditions

4. Select from the following list steps in becoming a good leader.

_____a. Become a good follower

_____b. Practice faults of a good leader

_____c. Develop a plan for training others as followers

_____d. Evaluate your strong and weak points

TEST

5. Match the styles of leadership on the right to the correct descriptions by placing the appropriate numbers in the blanks provided.

_____a. Passes on information and direction from higher authority; depends entirely on others to get the job done

_____b. Shows consideration for others; listens to and uses good ideas from others; is characterized by general supervision; defines goals and lets co-workers use their judgment about how to do the job to some extent; checks with co-workers periodically to reward them and/or make necessary corrections

_____c. Does all the planning, organizing, controling, and coordinating; gives more emphasis to getting the job done than to the feelings of others; is characterized by close supervision

1. Autocratic
2. Democratic
3. Laissez faire

6. State three examples of ways to determine leadership in each of the following areas.

a. Family

1) ____

____

2) ____

____

3) ____

____

b. Friends and acquaintances

1) ____

____

2) ____

____

3) ____

____

TEST

c. School

1) ____

____

2) ____

____

3) ____

____

d. Community

1) ____

____

2) ____

____

3) ____

____

7. Select from the following list characteristics of an active DECA chapter member. Write an "X" in the blank before each correct answer.

______a. Does not understand the role of a member, and lets others do the work

______b. Is tolerant of other members' ideas

______c. Has pride in chapter; is willing to express ideas for the chapter's benefit

______d. Has little, if any, DECA pride

______e. Constantly undermines the chapter by petty criticism

______f. Assumes responsibility for sharing business at hand during meetings

______g. Thinks own ideas are the only important ones; does not bother to find out the purpose of meetings and makes little effort to help

______h. Is aware of purposes of chapter meetings and helps to accomplish these purposes

______i. Gives constructive criticism for the good of the chapter

______j. Does not exercise the thinking necessary to arrive at worthwhile ideas

TEST

8. Select from the following list characteristics of a strong DECA chapter leader. Write an "X" in the blank before each correct answer. Characteristics are continued on the next page.

______a. Has poise, confidence, and the capability to do job

______b. Has an interest in serving only own needs

______c. Has a poor attitude toward chapter activities

______d. Imposes ideas and does not respect others' ideas

______e. Gives proper attention to preplanning chapter meetings and committee work

______f. Gives credit to others for their contributions

______g. Lacks the ability and willingness to perform duties

______h. Demonstrates interest by own attitude; practices good democratic principles in dealing with members

______i. Tries to take all the credit; attempts to show own importance and does not share responsibilities

______j. Lets things go until the last minute, and then hopes everything will work out

______k. Realizes the importance of letting others share in responsibilities; believes in the DECA organization and has a sincere desire to serve all members

9. Describe how to make a good first impression.

10. Select from the following list proper manners to use when eating in public. Write an "X" in the blank before each correct answer.

______a. Use the utensil on the inside first and work away from the plate

______b. Place your napkin on your lap before you start to eat

______c. Answer only important questions while chewing

______d. Do not move your dishes around

______e. Wait to begin eating until everyone at your table has been served

______f. Begin eating when food is served to prevent food getting cold

TEST

______g. Eat quietly, and chew with your mouth closed

______h. Leave an appropriate tip

11. Match roles found in groups on the right to the correct descriptions by placing the appropriate numbers in the spaces provided.

______a. Goes along with the movement of the group

______b. Displays lack of involvement in the group processes

______c. Writes down the suggestions and group decisions

______d. Tries to assert authority or superiority in manipulating the group or certain members

______e. Yields own position and admits her/his error or offers to meet halfway

______f. Tries to extract key points from several ideas and show what they have in common

______g. Seeks in whatever way possible to call attention to himself/herself or to own activities and accomplishments

______h. Asks for information and facts pertinent to the problem being discussed

______i. Tends to be negative to all ideas, rejecting without reason

______j. Pulls ideas together so group might see where they are in their deliberation

______k. States own beliefs and emphasizes own views

______l. Doesn't care enough to show up for meeting

______m. Suggests or proposes new ideas for changes in the group

______n. Spells out suggestions in terms of examples

______o. Praises, agrees with, and accepts the contributions of others

______p. Offers facts or generalizations to the group which are relative to his/her own experiences

______q. Asks not for the facts primarily but for a clarification of the values involved in a suggestion made or in alternative suggestions

1. Initiator/contributor
2. Opinion-seeker
3. Opinion-giver
4. Information-seeker
5. Information-giver
6. Elaborator
7. Summarizer
8. Integrator
9. Recorder
10. Encourager
11. Compromiser
12. Follower
13. Dominator
14. Blocker
15. No-show
16. Recognition-seeker
17. Distractor

TEST

12. List five categories of organizations where leadership skills may be used.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

BECOMING A DECA LEADER
UNIT IV

ANSWERS TO TEST

1. To be evaluated to the instructor's satisfaction

2. Any seven of the following:

   a. Positive ATTITUDE
   b. Self motivator
   c. Professional
   d. Success oriented
   e. "Self" understanding
   f. Polite
   g. Enthusiastic
   h. Well mannered
   i. Humble
   j. Neatly dressed and groomed
   k. Hard working
   l. Responsible
   m. Patriotic

3. b, d

4. a, d

5. a. 3
   b. 2
   c. 1

6. a. Any 3 of the following:

   1) Make an effort to get along with brothers and sisters
   2) Make an effort to create cooperation between family members who often quarrel or disagree
   3) Perform assigned home chores without balking or fighting
   4) Offer to help parents with work projects, or brothers and sisters with homework or personal projects, even if they do not ask
   5) Abide by family rules
   6) Make a genuine effort to find and propose solutions or compromises when you and your parents or siblings disagree

ANSWERS TO TEST

b. Any 3 of the following:

1) Do not give in to suggestions to do things that you know you should not do, or do not really want to do
2) Be loyal
3) Give good advice if asked for it, and as little as possible if not
4) Help to build friends' confidence by not putting them down, even in fun
5) Make an effort to be friendly to everyone, especially those who seem to lack confidence and need friendship

c. Any 3 of the following:

1) Treat school properly with respect
2) Be positive toward instructors and school administrators
3) Volunteer to serve on school and chapter committees
4) Do your committee assignment after you have it
5) Speak up in class and in chapter meetings
6) Agree to hold a chapter office if you are asked to do so
7) Be proud of the skills you are learning

d. Any 3 of the following:

1) Respect community property
2) Make an effort to learn about community government
3) Read the newspaper
4) Obey the laws
5) Offer your services as a volunteer in getting out the vote, cleaning up the community, collecting for charities

7. b, c, f, h, i

8. a, e, f, h, k

9. To be evaluated to the instructor's satisfaction

10. b, d, e, h, h

11. a. 12
b. 17
c. 9
d. 13
e. 11
f. 8
g. 16
h. 4
i. 14
j. 7
k. 3
l. 15
m. 1
n. 6
o. 10
p. 5
q. 2

ANSWERS TO TEST

12. Any five of the following:

  a. Work
  b. School
  c. Church
  d. Civic/service clubs
  e. Economic organizations
  f. Professional organizations
  g. Charitable organizations
  h. Advisory committees
  i. Special interest groups
  j. Political organizations
  k. Support groups
  l. Age-oriented groups
  m. Athletic groups

GIVING PRESENTATIONS
UNIT V

UNIT OBJECTIVE

After completing this unit, the student should be able to select a topic; develop an outline; write an introduction, body and conclusion; and give a prepared speech. The student should also be able to prepare and give a demonstration and an illustrated talk. This knowledge will be evidenced by completing assignment sheets and the unit test with a minimum score of eight-five percent.

SPECIFIC OBJECTIVES

After completing this unit, the student will be able to

1. Match to their correct defintions terms associated with writing and evaluating speeches.
2. Match phases of communication to their correct definitions.
3. Match types of group presentations to their correct descriptions.
4. Select from a list general purposes of a group presentation.
5. Select from a list of guidelines for preparing a successful speech.
6. Arrange in order steps to follow in writing a speech.
7. Select from a list guidelines to follow when gathering information for a speech.
8. State rules for using quotations and statistics in a speech.
9. Discuss reasons for using outlines.
10. Match principal parts of an outline to their correct definitions.
11. Define types of outlines.
12. State ways to develop proper delivery.
13. Select from a list ways to develop and add meaning to the delivery of a speech.
14. State reasons for using gestures when giving a speech.
15. State ways to make a good impression when delivering a speech.
16. List factors to consider when listening to and evaluating a speech.
17. List ten organizations to consider in giving a speech.

OBJECTIVE SHEET

18. List the steps for presenting welcome addresses.
19. List the steps for presenting introductions.
20. List the steps for presenting awards.
21. Give a prepared one-minute talk.
22. Select a speech topic and gather information for a prepared speech.
23. Write an outline for a prepared speech.
24. Write an introduction for a prepared speech.
25. Write the body of a prepared speech.
26. Write the conclusion of a prepared speech.
27. Give a prepared speech.
28. Give a demonstration.
29. Give an illustrated talk.
30. Evaluate another student's presentation.

GIVING PRESENTATIONS
UNIT V

SUGGESTED ACTIVITIES

I. Unit contents

- A. Objective sheet
- B. Suggested activities
    - 1. Transparency masters
        - a. TM #1 — What Is an Outline?
        - b. TM #2 — Principal Parts of an Outline
        - c. TM #3 — What Should an Outline Look Like?
        - d. TM #4 — Topical Outline Style
        - e. TM #5 — Sentence Outline Style
- C. Information sheet
- D. Assignment sheets
    - 1. Assignment Sheet #1 — Give a Prepared One-Minute Talk
    - 2. Assignment Sheet #2 — Select a Speech Topic and Gather Information for a Prepared Speech
    - 3. Assignment Sheet #3 — Write an Outline for a Prepared Speech
    - 4. Assignment Sheet #4 — Write an Introduction for a Prepared Speech
    - 5. Assignment Sheet #5 — Write the Body of a Prepared Speech
    - 6. Assignment Sheet #6 — Write the Conculsion of a Prepared Speech
    - 7. Assignment Sheet #7 — Give a Prepared Speech
    - 8. Assignment Sheet #8 — Give a Demonstration
    - 9. Assignment Sheet #9 — Give an Illustrated Talk
    - 10. Assignment Sheet #10 — Evaluated Another Student's Presentation
- E. Answers to assignment sheets
- F. Test
- G. Answers to test

SUGGESTED ACTIVITIES

II. Instructor's guide

A. Review unit and plan presentation.

B. Obtain materials to supplement unit.

1. Films

a. *JJ Gets Ready*, 10 minutes, Journal Films, 1977. Available from Journal Films, Inc., 930 Pitner Avenue, Evanston, Illinois 60202; phone, 800-323-5448 or 312-325-6700.

(NOTE: In this film, JJ and the viewers are introduced to the techniques and procedures of preparing to deliver a speech.)

b. *JJ Gets on His Feet*. Color, 10 minutes, Journal Films, 1977. Available from Journal Films, Inc., 930 Pitner Avenue, Evanston, Illinois 60202; phone 800-323-5448 or 312-325-6700.)

(NOTE: In this film JJ learns the techniques that will help him to relax, deliver an effective presentation, and become a successful speaker.)

c. *Oral Communication*. Color, 28 minutes, National AV Center, 1976. Available from the national AV Center, General Service Administration, Section FF, Washington, D.C. 20409.

(NOTE: The film emphasizes two important aspects of oral communication: delivery and human relations. Appropriate choice of words, speed of speech, and body language are highlighted. Tips on listening cafefully, avoiding arguments, encouraging the other person, and smiling are also illustrated.)

d. *Speaking to One or One thousand*. Color, 21 minutes, 1980. Available on 16-mm film or 3/4-inch videotape. Purchase price $545, but the film can be rented. Available from McGraw-Hill Training Systems, Education Department, McGraw-Hill Book Company, 674 Via de la Valle, P.O. Box 641, Del Mar, California 92014; phone, 691-453-5000.

(NOTE: This film gives Toastmasters International's tips and dos and don'ts for making presentation.)

2. Book — *See You at the Top*. Available from Pelican Publishing House, 630 Burmaster Street, Gretna, Louisiana 70053.

(NOTE: This book gives Zig Ziglar's tips on planning your goals in life, selling yourself to others, and maintaining a positive self-image.)

- Introduce the film *Oral Communication*, and then show it to the class.

F. Provide students with unit.

G. Discuss unit and specific objectives.

SUGGESTED ACTIVITIES

H. Discuss information and assignment sheets.

1. Use Information Sheet, Section I to discuss terms and defintions associated with writing and evaluating speeches.

   - Have students collect pictures from magazines to show different gestures. Display these pictures in the classroom, and ask students to identify the ideas being communicated by each picture.
   - Give students the assignment of watching TV commercials for one night, taking notes on commercials, and then reporting to the class about the commercials that make the best use of gestures to convey their messages
   - Show the class the page of entries you have copied from the *Reader's Guide to Periodical Literature*, or take the students to a library where all the volumes of the guide are available. Explain to students how the guide is used.

2. Use Information Sheet, Section II to discuss the phases of communication and their definitions.

   - Explain the difference between *hearing* a speaker and really *listening* to a speaker. Listening involves staying alert, resisting distractions, noting nonverbal cues, and concentrating on what the speaker is saying—receiving, processing, and evaluating the speaker's message.
   - Explain the difference between *talking* and *speaking*. Speaking involves using effective verbal skills (such as proper diction, grammar, pronunciation) as well as effective nonverbal skills (such as visible body movements, facial expressions and gestures, and posture) to communicate a message.)
   - Explain the term *particular purpose* in each of the definitions presented in this section of the information sheet. Point out that people give speeches for one of three reasons: to inform the audience, to persuade the audience, or to integrate the members of the audience (pep talks, speeches of welcome, introductions). People listen to speeches to be informed on a subject, to hear reasons why they should be persuaded by the speaker, and to be integrated into a group.
   - Discuss Assignment Sheet #1 and have each student complete the assignment sheet. This assignment will help the student adapt to speaking before an audience quickly.
   - List the words *inform, persuade,* and *integrate* as three column headings on the chalkboard. Then conduct a class discussion, asking students to give examples of speech topics that might fit under these headings. Give each student an opportunity to come up with a speech topic until it seems the possibilities are exhausted.

     EXAMPLE: A speech about encouraging people to join the alumni association should be classified under the *persuade* column.

SUGGESTED ACTIVITIES

3. Use Information Sheet, Sections III and IV to make students aware of different types of presentations and their purposes. Stress the importance of selecting the right kind of presentation for the purpose required. Have students complete Assignment Sheets #1 and #2.

    - Show film *J.J. Gets to His Feet.*

    - After students review Sections II and III, have them develop a list of situations in which each type of presentation would be most effective.

    - Ask students to state their intended purpose as they complete Assignment Sheet #1. Was the purpose to entertain, inform, or influence?

4. Use Information Sheet, Section V to discuss guidelines for preparing a successful speech.

    - Explain that knowing your audience is one of the most important aspects of a successful speech.

    - Discuss the rest of the guidelines, continuing with the example used for the first guideline. For instance, to illustrate the guideline "choose information that is current and timely," tell students that they should try to center speeches around current events or topics.

5. Use Information Sheet, Sections VI through XI to discuss information students will need in writing a speech: steps to follow in writing a speech, guidelines to follow when gathering information for a speech, rules for using quotations and statistics in a speech, reasons for using outlines, principal parts of an outline, and the types of outlines.

    - Discuss with students the importance of following the order of the steps presented in Section VI of the information sheet. Explain that they will save themselves much time and energy if they do not get the cart before the horse when writing a speech.

    - When discussing Section VII point out to students the various trade magazines and journals available to them in classroom. Show students how to complete tasks associated with researching a subject. For example, show students how to use a table of contents in a magazine to locate articles, how to scan an article to determine its usefulness as a reference, and how to record key information (take notes) from a useful article.

    - Take students on a prearranged field trip to either the school or public library.

    - When discussing Section VIII emphasize that although using statistics and quotations in a speech can serve to help the speaker make a point, their use should be limited, and when used, they must be quoted precisely and in context and be correctly identified as to source and date. Show students how to record quotations and statistics on index cards.

SUGGESTED ACTIVITIES

- When discussing Sections IX through XI point out that outlining is a basic skill used to create the framework in all forms of communication. Explain that students will save time in organizing their ideas and in recognizing their speeches' strengths and weaknesses if they will make outlines *before* attempting to write their speeches. Use Transparency #1 to illustrate your discussion.

  Discuss the parts of an outline, using Transparency #2 to illustrate your discussion.

  Discuss the types of outlines, using Transparencies #3 through #5 to illustrate your discussion.

- Discuss Assignment Sheets #1 through #5. Guide students through these assignment sheets in the order they are presented, and have students turn in one assignment sheet for evaluation before they proceed to the next assignment sheet.

6. Use Information Sheet, Sections XII through XV to discuss information students will need in delivering a speech: ways to develop proper delivery, ways to develop and add meaning to the delivery of a speech, reasons for using gestures when giving a speech, ways to make a good impression when delivering a speech.

   - Introduce and then show film *J.J. Gets Ready* and *Speaking to One or One Thousand*. Ask students to take notes over the methods to develop delivery that are presented in the films. Then have your students volunteer the methods they have listed as you discuss each and write it on the board.

7. Use Information Sheet, Section XVI to discuss factors to consider when listening to and evaluating a speech.

   - Explain that evaluating someone else's speech will also assit you in evaluating the quality of your own speech.

   - Introduce the videotape or cassette tape of *Prepared Public Speaking*, and then show or listen to the tape, asking students to use the factors listed in the information sheet to evaluate the strengths of each of the national winning speakers presented. Discuss students' evaluations after showing or listening to the tape.

8. Discuss Assignment Sheet #6 through #10 and then have students complete each assignment sheet.

   - In Assignment Sheet #6, every student will be required to present the speech he or she has written. Videotape each speech to use as a tool for evaluation and discussion.

9. Discuss Assignment Sheet #10 and have students complete.

10. Use Information Sheet, Section XVII, to discuss organizations that students should consider presenting their presentations for additional practice and experience.

SUGGESTED ACTIVITIES

- Contact one or more of the organizatoins mentioned and make plans for a couple of your students to present a presentation to the organization. This is the best way for your students to prepare for public speaking contests.

11. Use Information Sheet, Sections XVIII through XX, as introductions to presenting welcome addresses, introductions, and awards.

    - Have a student present a welcome address to the class before the one-minute presentations, prepared speech, demonstration and illustrated talk.
    - Have each student present an introduction to the next speaker (student),
    - Have a mock awards presentation and allow each student to present an award to you or a fellow student.

I. Give test.

J. Critique test and discuss in class.

K. Reteach and retest as necessary.

L. Complete appropriate sections of competency profile.

III. Unit references

A. Carnegie, Dale. *How to Develop Self-Confidence and Influence People by Public Speaking*. New York: Pocket Books, Inc., Division of Simon and Schuster, 1977.

B. Eisenson, Jon, and Paul H. Boase. *Basic Speech*. New York: The MacMillan Company, 1975.

C. *How to Make Better Speeches*. New York: Cities Service Oil Company, Division of Marketing Training, 1964.

D. *Leadership of Youth Groups*. Kansas City, Farmland Industries, n.d.

E. Oliver, Robert T., and Rupert L. Cartright. *Effective Speech*. New York: Hoit, Rinehart, and Winston, n.d.

F. Patton, Bob. *Vocational Agriculture II: A Curriculum Guide,* Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1975.

SUGGESTED ACTIVITIES

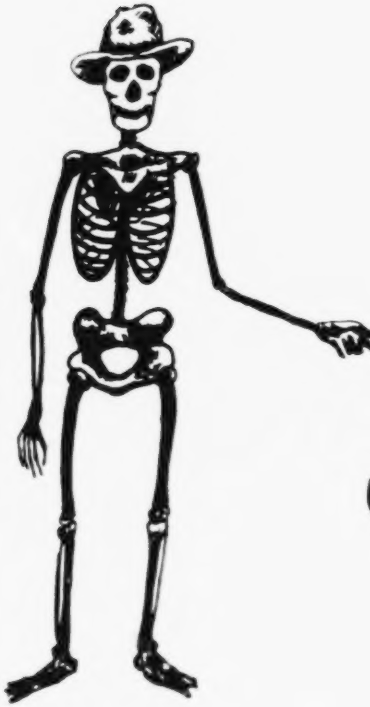
G. Patton, Bob, Greg Pierce, and Joyce Sawatzky. *VICA: Learn, Grow, and Become*. Stillwater, Oklahoma: State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1984.

H. Patton, Bob, and Keith Harp. *Vocational Agriculture I: A Curriculum Guide*. Stillwater, Oklahoma: State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1984.

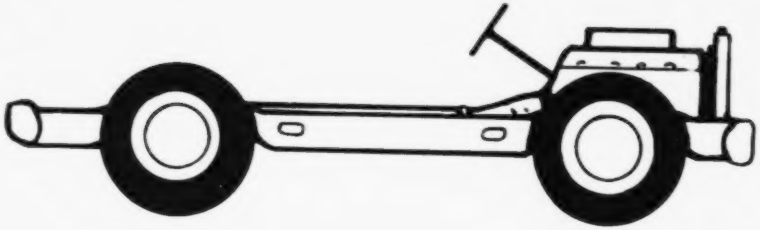
I. Zigler, Zig. *See You at the Top*. Gretna, Louisiana: Pelican Publishing Company, 1982.

What Is an Outline?

A Skeleton —



or a Frame —



An outline forms the framework of a speech.

Principal Parts of an Outline

I. INTRODUCTION: Arouses interest in you and indicates your appreciation of the audience.

II. BODY: Develops the main idea; lets the audience know what they are to hear and prepares them for good listening.

III. CONCLUSION: Summarizes, reviews, urges action, or gains respect for ideas expressed.

What Should an Outline Look Like?

I. INTRODUCTION

II. BODY

- **A. First main point**
    1. Subpoint #1
    2. Subpoint #2
- **B. Second main point**
    1. Subpoint #1
    2. Subpoint #2

III. CONCLUSION

Sentence Outline Style

TITLE

Finding Cures for New Diseases

I. INTRODUCTION

Research of a new disease is essential to finding a cure. Begin with research and end with a possible cure.

II. BODY

A. First main point

The initial research begins with locating the disease's cause.

1. Subpoint #1
2. Subpoint #2

B. Second Main Point

After finding the cause, the disease is isolated and tested.

1. Subpoint #1
2. Subpoint #2

III. CONCLUSION

The result of the testing is a possible cure for the disease.

Topical Outline Style

TITLE

Disease Cures

I. **INTRODUCTION**

Importance of research

II. **BODY**

A. **First Main Point**
Identification of disease's cause
1. Subpoint #1
2. Subpoint #2

B. **Second Main Point**
Isolation of disease
1. Subpoint #1
2. Subpoint #2

III. **CONCLUSION**

Possible cure

GIVING PRESENTATIONS
UNIT V

INFORMATION SHEET

I. Terms and definitions associated with writing and evaluating speeches

- A. Speech — The communication or expression of thoughts in spoken words
- B. Communication — Two-way process of speaking and listening
- C. *Reader's Guide to Periodical Literature* — Monthly publication that identifies current magazine articles

  (NOTE: The *Reader's Guide to Periodical Literature* may be found in most public libraries.)
- D. Quotation — Statement in which another person's words are cited exactly
- E. Statistics — Data in the form of facts and figures
- F. Gesture — Facial expression or body motion used to emphasize an idea (Figures 1 and 2)

  EXAMPLES:

FIGURE 1

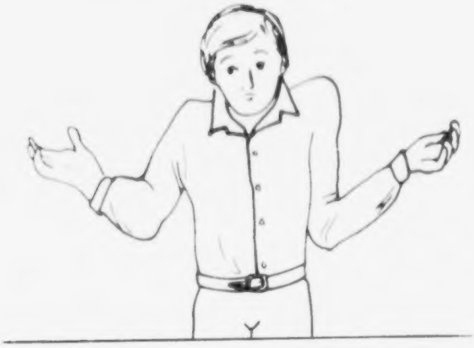
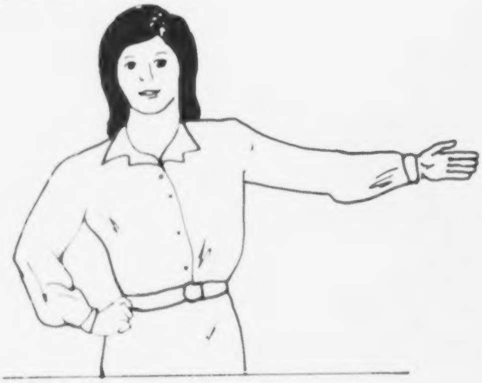


FIGURE 2



- G. Articulate — To talk distinctly
- H. Pronunciate — To pronounce words correctly
- I. Attitude — Position assumed for a specific purpose
- J. Poise — Easy, self-possessed assurance of manner
- K. Fluency — Quality of being effortlessly smooth and rapid; polished
- L. Outline — Logical organization of ideas that forms the framework of any story, essay, or other form of information
- M. Context — Interrelationship of words in a paragraph or sentence that makes clear their exact meanings

INFORMATION SHEET

II. Phases of communication and their definitions

  A. Speaking — Using verbal and nonverbal expression to transmit a message to a receiver for a particular purpose

  (NOTE: The speaker must use effective verbal skills [proper diction, grammar, pronunciation] as well as effective nonverbal skills [visible body movements, facial expressions and gestures, posture] to communicate a message.)

  B. Listening — Receiving, processing, and evaluating verbal and nonverbal message expressed by sender for a particular purpose

  (NOTE: Receiving, processing, and evaluating the speaker's message involves staying alert, resisting distractions, noting nonverbal cues, and concentrating on what the speaker is saying—really hearing the speaker's message.)

III. Types of group presentations

  A. Demonstration — Presentation illustrating the step-by-step procedure for performing a task or assignment

  B. Illustrated talk — Presentation using visual aids and objects to assist in making a point

  C. Panel discussion — Presentation in which three or more individuals discuss a topic from different points of view

  D. Prepared speech — Formal presentation following a logical sequence

  E. Oral report — Presentation covering the facts of a speech, report, or written document

IV. General purposes of a group presentation

  A. To inform

  B. To influence

  C. To entertain

V. Guidelines for preparing a successful speech

  A. Choose an idea that is interesting to the audience

  B. Choose an idea that is striking, different, or unusual

  C. Choose information that is current and timely

  D. Make presentation clear to yourself

  (NOTE: Think about logical order.)

  E. Phrase speech clearly for your audience

  F. Explain any new ideas or terms related to subject (topic)

INFORMATION SHEET

   G. Practice giving your speech

VI. Steps to follow in writing a speech

   A. Select a familiar subject

   B. Research available references

   C. Record key information

   EXAMPLE: Write on 3×5 cards

   D. Develop an outline

   E. Write a rough draft

   F. Revise rough draft

   G. Type or print the final copy

VII. Guidelines to follow when gathering information for a speech

(NOTE: Background information is available for the person who will look for it. The following list includes only a few reference possibilities.)

   A. Check personal books

   B. Review back issues of trade and business magazines

   C. Check school and public libraries

   D. Use *Reader's Guide to Periodical Literature* to locate magazine articles

   E. Write to associations

   F. Interview a resource person

   EXAMPLES: President of a civic club, business owner, local politician

   G. Contact appropriate federal, state, or county government agencies

   H. Check educational facilities and their publications

   I. Check newspapers

   (NOTE: Many newspaper editors have very useful information.)

VIII. Rules for using quotations and statistics in a speech

   A. Use only when needed to make a point

   (NOTE: Limit the use of quotations in your speech; the audience wants to hear your opinions, not another author's opinions.)

INFORMATION SHEET

B. Make sure the source and date of information are accurate

(NOTE: It is common courtesy to cite the author's name, and doing so often helps support your information.)

C. Keep the true meaning of the quotations and statistics

(NOTE: Use quotations and statistics in their original context.)

IX. Reasons for using outlines

A. To help you recognize the speech's strengths and weaknesses

B. To help you in organizing and developing your ideas

C. To help you save time when writing the speech

X. Principal parts of an outline and their definitions

A. Introduction — Beginning of speech; should attract and motivate audience

(NOTE: The introduction to a speech should get the audience's attention, state the purpose, relate the importance of the topic to the audience, and preview the main points to be covered.)

B. Body — Central theme of speech; carries main ideas

(NOTE: The body of a speech carries the speaker's message. It consists of the main points, subdivisions, and supporting detail. Its main objective is to develop fully the theme of your presentation.)

C. Conclusion — End of speech; reviews or summarizes main points of speech, or asks for action

(NOTE: The end of a speech is just as important as the beginning and must be accorded its proper allotment of preparation. Your conclusion must do two things: give your audience a feeling of completeness or satisfaction in terms of your having done what you set out to do, and center attention on the whole idea of your speech rather than on any part of it. In short, it must drive home the central message of the speech.)

XI. Types of outlines and their definitions

A. Topical — Outline style using key words or phrases to express the order of the thoughts to be presented in a speech (See Figure 3)

B. Sentence — Outline style using complete sentences to express the order of the thoughts to be presented in a speech

(NOTE: The sentence outline is more complete and therefore usually a better outline style for beginning speakers to use. See Figure 4.)

INFORMATION SHEET

EXAMPLES:

FIGURE 3: Topical outline style

TITLE

Disease Cures

I. **INTRODUCTION**

Importance of research

II. **BODY**

A. **First main point**

Identification of disease's cause

1. Subpoint #1
2. Subpoint #2

B. **Second main point**

Isolation of disease

1. Subpoint #1
2. Subpoint #2

III. **CONCLUSION**

Possible cure

FIGURE 4: Sentence outline style

TITLE

Finding Cures for New Diseases

I. **INTRODUCTION**

Research of a new disease is essential to finding a cure. Begin with research and end with a possible cure.

II. **BODY**

A. **First main point**

The initial research begins with locating the disease's cause.

1. Subpoint #1
2. Subpoint #2

B. **Second main point**

After finding the cause, the disease is isolated and tested.

1. Subpoint #1
2. Subpoint #2

III. **CONCLUSION**

The result of the testing is a possible cure for the disease.

XII. Ways to develop proper delivery
   A. Practice speech in front of mirror
   B. Use tape or video recorder for evaluating delivery
   C. Practice giving speech in front of another person

INFORMATION SHEET

XIII. Ways to develop and add meaning to the delivery of a speech

   A. Maintain eye contact

   B. Gesture

      EXAMPLES: Use your hands; vary facial expression

      (NOTE: Be yourself, but do not overact. Overacting focuses the audience's attention on the speaker, not on the speech.)

   C. Maintain good posture

   D. Move around

   E. Use voice control

XIV. Reasons for using gestures when giving a speech

   A. To emphasize specific thoughts

   B. To convey attitudes or moods

   C. To express thoughts and feelings

XV. Ways to make a good impression when delivering a speech

   A. Be neatly groomed

   B. Be prepared

      (NOTE: The best way to be prepared is to practice your speech until you know it well and can deliver it smoothly.)

   C. Let all important actions and gestures be seen clearly

   D. Be enthusiastic and confident

   E. Recognize that some fear is normal; do not get too upset

   F. Speak clearly and in a pleasant tone of voice

XVI. Factors to consider when listening to and evaluating a speech

   A. Content of speech

      1. Important and appropriate subject
      2. Suitable materials
      3. Accurate statements included
      4. Evidence of purpose

INFORMATION SHEET

B. Composition of speech
  1. Clear organization of content
  2. Appropriate language
  3. Unity of thought
  4. Proper sentence structure
  5. Logical development
  6. Accomplishment of purpose

C. Speaker's voice quality
  1. Proper pitch
  2. Proper articulation
  3. Proper force
  4. Proper pronunciation

D. Speaker's stage presence
  1. Appropriate attitude
  2. Good poise and body posture
  3. Ease before audience
  4. Appropriate personality

E. Speaker's personal appearance
  1. Neat appearance
  2. Appropriate dress

F. Speaker's power of expression
  1. Fluent
  2. Direct
  3. Proper emphasis
  4. Good communicative ability
  5. Sincere
  6. Good conveyance of thought and meaning

G. Speaker's response to questions — Answers reflect speaker's originality, familiarity with subject, and ability to think quickly

H. General effect of speech — Speech was interesting, understandable, convincing, pleasing, and captivating

XVIII. List of organizations to consider in giving a presentation:

Optimist Club

Lions Club

Kiwanis Club

Chamber of Commerce

Jaycees

Licensed Practical Nurses Association

Sales and Marketing Executive

INFORMATION SHEET

Vocational Associations

League of Women Voters

State Education Association

Rotary Club

Toastmasters

Secondary School Principals

State Board of Education

Local School Board

Chief School Officers

Parent Teacher Association

American Legion

Century Club

Veterans of Foreign Wars

Labor Unions (AFL-CIO, etc.)

Medical Society

Other Youth Organizations (School, Vocational, Special Prgrams, Boy Scouts, etc.)

Better Business Bureau

Agency to Reduce Crime

Women's Club

Knights of Columbus

Retail Merchants Association

Public School Assemblies

City Council Meetings

House of Representatives and/or Senate

Local Business or Industry Board Meetings

XVIII. Steps for presenting welcome addresses

A. Always stay calm

B. State the purpose of meeting

INFORMATION SHEET

C. Give your appreciation to the audience's attendance

XIX. Steps for presenting introductions

A. Always stay calm

B. Give brief background information about speaker

EXAMPLES: High school, organizations, family, hobbies, education, occupations, etc.

C. State the presentation's title (if possible)

D. State speaker's name last

E. Keep introduction under 1½ minutes

F. Lead applause

G. Remain at podium until the speaker arrives at podium

H. Go around the speaker to your seat, not in front of the speaker

XX. Steps for presenting awards

A. Explain the award's importance

B. Introduce the recipient while discussing the recipient's accomplishments

C. Shake the recipient's *right* hand while handing the award with your left hand.

(NOTE: This procedure requires your hands to cross, therefore, you should practice the motion several times prior to the presentation to avoid embarrassment.)

D. Encourage the recipient to face the audience

E. Lead applause

GIVING PRESENTATIONS
UNIT V

ASSIGNMENT SHEET #1 — GIVE A PREPARED ONE-MINUTE TALK

NAME ______________________________ SCORE ______________

One of the best and easiest ways to begin preparing a presentation is to select a topic with which you are very familiar.

Prepare a one-minute talk about yourself, using the situation below

> You have just been informed by your instructor that you are to meet a new chapter member at the airport at 8:00 p.m. You have never met this person. Describe yourself in detail so that the person will be able to identify you in the crowd at the airport.

(NOTE: Prepare your remarks and description below and on the back of this page.)

GIVING PRESENTATIONS
UNIT V

ASSIGNMENT SHEET #2 — SELECT A SPEECH TOPIC AND GATHER INFORMATION FOR PREPARED SPEECH

NAME ______________________________ SCORE ______________

Perhaps the most difficult part of writing a speech is getting started—selecting a topic and gathering information on that topic. In this assignment sheet you will be guided through these two "getting started" phases of speech writing.

PART I: Selecting a speech topic

When selecting a topic for a speech, you should choose a subject that is familiar and interesting to you. Since most students are interested in business and office, the following list of speech contests available to members would probably be a good starting place to help you select a speech topic. Study this list carefully and then follow the directions in Sections A and B.

- Prepared Public Speaking Contest

  (NOTE: A speech for this contest must be on a previously announced subject. The winner of the state contest participates in a subregional contest. The top two speakers from each subregional contest participate in a regional contest, and the winner from each regional contest participates in the national contest.)

- Extemporaneous Public Speaking Contest

  (NOTE: The contestants at this contest draw three topics and then choose the topic they wish to speak on from one of those three. Each contestant is allowed thirty minutes to prepare a three- to five-minute speech. The contestants present their speeches and then must answer questions put to them by the contest judges. The winner of the state contest participates in a subregional contest. The top two speakers in each subregional contest participate in a regional contest, and the winner from each regional contest participates in the national contest.)

ASSIGNMENT SHEET #2

PART II: Gathering information

Gathering information to develop your speech topic consists of two stages: (1) selecting possible reference materials and (2) recording key information from those references. To help you through these stages, follow the directions and complete Sections A and B.

A. Reread Section V of the information sheet, concerning guidelines to follow when gathering information for a speech, and then list possible references that may help you in finding background information to develop your speech topic. List those reference sources on the blanks below.

Possible reference sources:

ASSIGNMENT SHEET #2

B. Recording key information from your references

Recording key information from your resource material (note-taking) involves quoting another person's thoughts or summarizing another person's thoughts in your own words in such a way that the idea is clear to you and the original thought has not been distorted.

Read the following guidelines for recording information, and then, using the sources you listed in Section A, take notes to help you develop your speech topic. Hand in your notes to your instructor for evaluation.

Guidelines for recording information

- Record information on 3×5 cards.
- If you are in doubt about whether or not to take a note, take it. It is easier to discard a note you do not need than to relocate a source.
- Summarize information in your own words without distorting the original thought.
- Do not copy information word-for-word from the original unless your source concisely sums up a great deal of information and you want to incorporate that quotation into your speech.
- If you copy a quotation, make sure you enclose it in quotation marks so later you will know that the note was quoted verbatim.
- Cite on each card the source and date of the information you have recorded.

GIVING PRESENTATIONS
UNIT V

ASSIGNMENT SHEET #3 — WRITE AN OUTLINE FOR A PREPARED SPEECH

NAME ______________________ SCORE __________

After gathering information from available sources, the next step in developing a speech is to make an outline. After you have reviewed the notes you took over your reference material, outline your speech, using the space below. Use either the topic or sentence outline style discussed in Section IX of the information sheet. Have your instructor evaluate the completed outline.

TITLE

____

I. **INTRODUCTION**

____

____

II. **BODY**

A. **First main point**

____

____

1. Subpoint #1

____

____

2. Subpoint #2

____

____

B. **Second main point**

____

____

ASSIGNMENT SHEET #3

1. Subpoint #1

____

____

2. Subpoint #2

____

____

III. **CONCLUSION**

____

____

GIVING PRESENTATIONS
UNIT V

ASSIGNMENT SHEET #4 — WRITE AN INTRODUCTION FOR A PREPARED SPEECH

NAME ______________________________ SCORE ______________

The introduction sets the stage for your speech. Select your words carefully. The introduction should be written in such a manner that the audience can identify with your speech. Make your sentences have meaning.

Using the outline you developed in Assignment Sheet #2, write the introduction to your speech. You may use the space below for your introduction. If more space is needed, use the back of this page. Have your instructor evaluate your completed introduction.

Speech title: ____

Introduction: ____

GIVING PRESENTATIONS
UNIT V

ASSIGNMENT SHEET #5 — WRITE THE BODY OF A PREPARED SPEECH

NAME ______________________________ SCORE ____________

The body of your speech is the heart of the speech. This part should be filled with useful information. The speech should flow from one point to another. Use words that have meaning and words that you feel comfortable using. If you use dates and figures, make sure that the sources are given.

A considerable amount of time should go into preparing this part of your speech. Using the outline you prepared in Assignment Sheet #2, write the body of your speech. Use the following pages for writing your speech. Read through your speech and make modifications as needed. Have your instructor evaluate the completed body of your speech.

Speech title: ____

Body: ____

GIVING PRESENTATIONS
UNIT V

ASSIGNMENT SHEET #6 — WRITE THE CONCLUSION OF A PREPARED SPEECH

NAME ______________________________ SCORE ____________

The conclusion should be short and closely tied to the text of your speech. The conclusion should summarize the key points of your speech and call for action if appropriate.

Using the outline you developed in Assignment Sheet #2, write the conclusion to your speech. Use the space below to write your conclusion. If more space is needed, continue on the back of this page. Have your instructor evaluate your completed conclusion.

Speech title: ______________________________

Conclusion: ______________________________

GIVING PRESENTATIONS
UNIT V

ASSIGNMENT SHEET #7 — GIVE A PREPARED SPEECH

NAME ______________________________ SCORE ______________

The time has arrived for you to prepare the final draft of your speech. Use Assignment Sheets #4, #5, and #6 as your rough draft. Rewrite your speech, making the introduction, body, and conclusion fit together. Review the speech closely to make sure that it flows. Rework any unfavorable words or incomplete statements.

The following points may assist you.

- Study and restudy your speech. Make sure that you know your speech; memorize it if necessary.

  (NOTE: A good way to memorize your speech is by reading it aloud several times.)

- Practice your speech in front of a mirror. This will allow you to practice the use of gestures.
- Tape or video record your speech and play it back. This will give you an opportunity to hear how you sound or to see and hear how you deliver your speech.

Now that you have studied your speech, you are ready to deliver your speech. The following information will assist you in your delivery.

- Be neatly groomed.
- Be prepared.
- Maintain eye contact.
- Gesture.
- Maintain good posture.
- Move around.
- Let all important actions or gestures be seen clearly.
- Recognize that some fear is normal.
- Speak clearly and in a pleasant tone of voice; use voice control.

GIVING PRESENTATIONS
UNIT V

ASSIGNMENT SHEET #8 — GIVE A DEMONSTRATION

NAME ______________________________ SCORE ____________

Demonstrations are much easier to develop and present than are other types of presentations. However, thorough preparation before giving the demonstration is important.

PART I

Select a topic that interest you and give a demonstration. Use the following work sheets to help you prepare your presentation.

TOPIC: ____

A. What tools and equipment do you need?

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____
11. ____
12. ____
13. ____
14. ____
15. ____

ASSIGNMENT SHEET #8

B. What visuals to you need?

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

C. Where will you present the demonstration? ______________________________

(NOTE: Remember, everyone in the room must be able to see your presentation. Always check the room arrangement before giving your presentation.)

D. Having identified your topic and listed the equipment and tools needed, prepare your presentation. Use the following information to assist you.

- Make sure that your topic is current and that you are thoroughly familiar with the content.
- Develop your demonstration.
- Practice your demonstration and revise as necessary.
- Review the time frame; your presentation should not run over fifteen minutes.
- Make sure that the visuals used during your presentation are large enough to be seen by all people in attendance.
- Make sure that all of your tools and equipment are available, in working condition, and clean.
- Check the meeting place several days prior to giving the presentation.
- Make sure that safety procedures are followed while giving the demonstration.

ASSIGNMENT SHEET #8

PART II

This part of the assignment will be used by the instructor or another student to evaluate your demonstration. Read through the evaluation carefully. It will assist you in knowing what points to check before giving your demonstration.

A. What was the length of the presentation? ______________________________

B. Did the demonstration follow a logical sequence ? Yes ______ No ______

C. Did the presenter speak in a clear, distinct tone? Yes ______ No ______

D. Was the demonstration intresting? Yes ______ No ______

E. Could the demonstraton be seen clearly, and were all visuals used large enough to be seen? Yes ______ No ______

F. Were proper safety procedures followed? Yes ______ No ______

If no, what safety procedures were not followed? ______________________________

____

____

____

____

G. Did the presenter have all of the necessary tools and equipment?

Yes ______ No ______

H. What, if any, tools were missing? ______________________________

I. Rate the presenter: Excellent ______ Good ______ Fair ______ Poor ______

J. What were the strengths of the presentation? ______________________________

____

____

____

____

____

ASSIGNMENT SHEET #8

K. What were the weaknesses of the presentation? ______________________________

L. In what ways could the presentation have been improved? ______________________________

GIVING PRESENTATIONS
UNIT V

ASSIGNMENT SHEET #9 — GIVE AN ILLUSTRATED TALK

NAME ______________________ SCORE __________

You have been asked to give a three-minute illustrated talk. Use interesting and relevant visuals when giving an illustrated talk.

PART I

A. Select a topic that interests you.

TOPIC: ______________________

B. Determine where the talk will be given. ______________________

(NOTE: People must be able to see your visuals during the talk. Check the room arrangement before giving your talk.)

C. Select and prepare visuals from the list below. Select types of visuals you will be using and write a brief description of each.

1. Charts ______________________
____
2. Models ______________________
____
3. Posters ______________________
____
4. Photographs ______________________
____
5. Actual objects ______________________
____
6. Transparencies ______________________
____
7. Other ______________________
____

ASSIGNMENT SHEET #9

D. List the equipment you will need.

1. ______________________________

2. ______________________________

3. ______________________________

E. Now that you have selected your topic, have identified where the talk will be given, and have determined the types of visuals you will need, you can start preparing your talk. The following information may be helpful to you.

- Make sure that the topic you selected is timely and that you feel comfortable with the topic.
- Review the time frame; the talk should not run over ten minutes
- Your visuals are the key to your presentation. Make sure they are large enough to be seen at the back of the room. Colors make your visuals stand out better and illustrate selected points.
- Arrange your visuals according to the points you wish to make.
- Practice your talk several times, paying close attention to your time.
- Handle your visuals skillfully:

  Address the visual and the audience;

  Using a pointer, point to the visual to illustrate specific points;

  Place visual at the back of the stack and continue with your talk.

PART II

This part of the assignment will be used by the instructor or another student to evaluate your illustrated talk. Read through the evaluation carefully. It will assist you in knowing what points to check before giving your talk.

A. What was the length of the talk? ______________________

B. Did the talk hold the attention of the audience? Yes _______ No _______

C. Did the talk follow a logical sequence? Yes _______ No _______

D. Could the visuals be clearly seen from the back of the room? Yes _______ No _______

E. Were the visuals appropriate for the topic? Yes _______ No _______

ASSIGNMENT SHEET #9

F. Rate the use of visuals:

Overused ☐

Used appropriately ☐

Used very little ☐

G. Did the presenter handle the visuals correctly and skillfully? Yes ______ No ______

H. Rate the speaker's delivery.

1. Voice

______a. Voice was loud

______b. Voice was soft

______c. Speaker spoke fast

______d. Speaker spoke in monotone

Comments: ____

____

2. Stage presence

a. Was the presenter dressed appropriately? Yes ______ No ______

Comments: ____

____

b. Did the presenter exhibit good poise and body posture?

Yes ______ No ______

Comments: ____

____

c. Was the presenter at ease before the audience? Yes ______ No ______

Comments: ____

____

ASSIGNMENT SHEET #9

d. Was the talk interesting, understandable, convincing, pleasing? Did it hold the audience's attention?

Comments? ____

____

I. What were the strengths of the talk? ____

____

____

____

____

____

J. What were the weaknesses of the talk? ____

____

____

____

____

____

K. Rate the illustrated talk.

Excellent _______ Good _______ Fair _______ Poor _______

L. In what ways could the talk have been improved? ____

____

____

____

____

____

GIVING PRESENTATIONS
UNIT V

ASSIGNMENT SHEET #10 — EVALUATE ANOTHER STUDENT'S SPEECH

NAME ______________________________ SCORE ______________

In Section XIV of the information sheet, you studied the factors to consider when listening to and evaluating a speech. The items listed in the information sheet were based on the score sheet used by the judges at public speaking contests. In this assignment sheet, you will use the official speech-rating sheet to evaluate another student's speech. But, remember, evaluating someone else will also assist you in evaluating your own speeches.

Read Part I of the assignment sheet below. Evaluate another student's speech by filling in the score sheet and by following the directions in Part I. Have your instructor evaluate your completed assignment sheet.

Part I: Speech identification data

A. Record the speaker's name on the blank line below.

____

B. Record the title of the speech on the blank line below.

____

C. List the main point(s) the speaker made in the introduction to the speech.

____

____

____

D. List the main point(s) the speaker made in the body of the speech.

____

____

____

____

E. List the main point(s) the speaker made in the conclusion of the speech.

____

____

____

ASSIGNMENT SHEET #10

F. Briefly state the topic of the speech on the lines below.

G. Briefly discuss the speaker's voice quality. (Was the speaker's voice forceful enough? Was his or her pitch pleasing? Did he or she articulate clearly and pronunciate correctly?)

H. Discuss the speaker's stage presence and personal appearance. (Was the speaker confident, poised, and at ease before the audience?)

I. Briefly discuss the speaker's power of expression. (How fluent was the speaker? Did the speaker convey the thought and meaning intended? Did the speaker seem sincere?)

J. Briefly discuss the speaker's ability to answer questions on the speech.

K. Discuss the general effect of the speech upon the audience.

GIVING PRESENTATIONS
UNIT V

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — Evaluated to the satisfaction of the instructor

Assignment Sheet #2 — Evaluated to the satisfaction of the instructor

Assignment Sheet #3 — Evaluated to the satisfaction of the instructor

Assignment Sheet #4 — Evaluated to the satisfaction of the instructor

Assignment Sheet #5 — Evaluated to the satisfaction of the instructor

Assignment Sheet #6 — Evaluated to the satisfaction of the instructor

Assignment Sheet #7 — Evaluated to the satisfaction of the instructor

Assignment Sheet #8 — Evaluated to the satisfaction of the instructor

Assignment Sheet #9 — Evaluated to the satisfaction of the instructor

Assignment Sheet #10 — Evaluated to the satisfaction of the instructor

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GIVING PRESENTATIONS
UNIT V

TEST

NAME ______________________________ SCORE ______________

1. Match to their correct definitions terms associated with writing and evaluating speeches. Write the correct numbers in the blanks.

_____a. Easy, self-possessed assurance of manner

_____b. The communication or expression of thoughts in spoken words

_____c. Position assumed for a specific purpose

_____d. Facial expression or body motion used to emphasize an idea

_____e. Statement in which another person's words are cited exactly

_____f. Two-way process of speaking and listening

_____g. To talk distinctly

_____h. To pronounce words correctly

_____i. Data in the form of facts and figures

_____j. Quality of being effortlessly smooth and rapid; polished

_____k. Monthly publication that identifies current magazine articles

_____l. Interrelationship of words in a paragraph or sentence that makes clear their exact meanings

_____m. Logical organization of ideas that forms the framework of any story, essay, or other form of information

1. Speech
2. Communication
3. *Reader's Guide to Periodical Literature*
4. Quotation
5. Statistics
6. Gesture
7. Articulate
8. Pronunciate
9. Attitude
10. Fluency
11. Poise
11. Context
11. Outline

TEST

2. Match the phases of communication to their correct definitions. Write the correct numbers in the blanks.

   ______a. Using verbal and nonverbal expression to transmit a message to a receiver for a particular purpose

   ______b. Receiving, processing, and evaluating verbal and nonverbal message expressed by sender for a particular purpose

   1. Speaking
   2. Listening

3. Match types of group presentations to their correct descriptions. Write the correct numbers in the blanks.

   ______a. Presentation covering the facts of a speech, report, or written document

   ______b. Presentation in which three or more individuals discuss a topic from different points of view

   ______c. Presentation illustrating the step-by-step procedure for performing a task or assignment

   ______d. Presentation using visual aids and objects to assist in making a point

   ______e. Formal presentation following a logical sequence

   1. Demonstration
   2. Prepared speech
   3. Oral report
   4. Illustrated talk
   5. Panel discussion

4. Select form the following list general purposes of a group presentation. Write an "X" in the blank before each correct answer.

   ______a. To entertain

   ______b. To influence

   ______c. To procrastinate

   ______d. To judge

   ______e. To evaluate

   ______f. To inform

5. Select from the following list guidelines for preparing a successful speech. Write an "X" in the blank before each correct answer.

   ______a. Choose an idea that is interesting to the audience

   ______b. Speak quietly, but quickly, to finish on time

TEST

______c. Explain any new ideas or terms related to the subject (topic)

______d. Phrase speech clearly for your audience

______e. Use technical terms

______f. Speak in a flat voice to be clearly understood

______g. Make presentation clear to yourself

______h. Choose information that is at least one year old

______i. Practice giving your speech

______j. Choose an idea that is striking, different, or unusual

6. Arrange in order steps to follow in writing a speech. Write a "1" in the blank before the first step, a "2" in the blank before the second step, and so on.

______a. Record key information

______b. Develop an outline

______c. Research available references

______d. Select a familiar subject

______e. Type or print the final copy

______f. Revise rough draft

______g. Write a rough draft

7. Select from the following list guidelines to follow when gathering information for a speech. Write an "X" in the blank before each correct answer.

______a. Use *Reader's Guide to Periodical Literature* to locate magazine articles

______b. Check personal books

______c. Check school and public libraries

______d. Check newspapers

______e. Review back issues of trade and business magazines

______f. Contact appropriate federal, state, or county government agencies

______g. Write to associations

TEST

_____h. Interview a resource person

_____i. Check educational facilities and their publications

8. State rules for using quotations and statistics in a speech.

a. ____

b. ____

c. ____

9. Discuss reasons for using outlines.

____

____

____

10. Match principal parts of an outline to their correct definitions. Write the correct numbers in the blanks.

_____a. End of speech; reviews or summarizes main points of speech, or asks for action

_____b. Central theme of speech; carries main ideas

_____c. Beginning of speech; should attract and motivate audience

1. Introduction
2. Body
3. Conclusion

11. Define types of outlines.

a. Topical — ____

____

b. Sentence — ____

____

12. State ways to develop proper delivery.

a. ____

b. ____

c. ____

TEST

13. Select from the following list ways to develop and add meaning to the delivery of a speech. Write an "X" in the blank before each correct answer.

_____a. Maintain eye contact

_____b. Dress properly

_____c. Gesture

_____d. Maintain good posture

_____e. Move around

_____f. Use technical terms

_____g. Use voice control

14. State reasons for using gestures when giving a speech.

a. ____________________

b. ____________________

c. ____________________

15. State four ways to make a good impression when delivering a speech.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

16. List factors to consider when listening to and evaluating a speech.

Content of speech (List two)

a. ____________________

b. ____________________

Composition of speech (List three)

a. ____________________

b. ____________________

TEST

c. ______________________________

Speaker's voice quality (List two.)

a. ______________________________

b. ______________________________

Speaker's stage presence (List two.)

a. ______________________________

b. ______________________________

Speaker's personal appearance (List one.) — ______________________________

____

Speaker's power of expression (List three.)

a. ______________________________

b. ______________________________

c. ______________________________

Speaker's response to questions (List one.) — ______________________________

____

General effect of speech (List one.) — ______________________________

____

17. List ten organization to consider in giving a presentation.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

g. ______________________________

TEST

h. ____________________

i. ____________________

j. ____________________

18. List the steps for presenting welcome addresses.

a. ____________________

b. ____________________

c. ____________________

19. List the steps for presenting awards.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

e. ____________________

f. ____________________

g. ____________________

h. ____________________

20. List the steps for presenting awards

a. ____________________

b. ____________________

c. ____________________

d. ____________________

e. ____________________

PREPARING PRESENTATIONS
UNIT V

ANSWERS TO TEST

1. a. 11
   b. 1
   c. 9
   d. 6
   e. 4
   f. 2
   g. 7
   h. 8
   i. 5
   j. 10
   k. 3
   l. 12
   M. 13

2. a. 1
   b. 2

3. a. 3
   b. 5
   c. 1
   d. 4
   e. 2

4. a, b, f

5. a, c, d, g, i, j

6. a. 3
   b. 4
   c. 2
   d. 1
   e. 7
   f. 6
   g. 5

7. a, b, c, d, e, f, g, h, i

8. a. Use only when needed to make a point
   b. Make sure the source and date of information are accurate
   c. Keep the true meaning of the quotations and statistics

9. Discussion should include the following

   a. To help you recognize the speech's strengths and weaknesses
   b. To help you in organizing and developing your ideas
   c. To help you save time when writing the speech

ANSWERS TO TEST

10. a. 3
    b. 2
    c. 1

11. a. Outline style using key words or phrases to express the order of the thoughts to be presented in a speech
    b. Outline style using complete sentences to express the order of the thoughts to be presented in a speech
12. a. Practice speech in front of mirror
    b. Use tape or video recorder for evaluating delivery
    c. Practice giving speech in front of another person

13. a, c, d, e, g

14. a. To emphasize specific thoughts
    b. To convey attitudes or moods
    c. To express thoughts and feelings

15. Answer should include any four of the following

    a. Be neatly groomed
    b. Be prepared
    c. Let all important actions and gestures be seen clearly
    d. Be enthusiastic and confident
    e. Recognize that some fear is normal; do not get too upset
    f. Speak clearly and in a pleasant tone of voice

16. **Content of speech** (Answer should include any two of the following.)

    a. Important and appropriate subject
    b. Suitable materials
    c. Accurate statements included
    d. Evidence of purpose

    Composition of speech (Answer should include any three of the following.)

    a. Clear organization of content
    b. Appropriate language
    c. Unity of thought
    d. Proper sentence structure
    e. Logical development
    f. Accomplishment of purpose

ANSWERS TO TEST

Speaker's voice quality (Answer should include any two of the following.)

a. Proper pitch
b. Proper articulation
c. Proper force
d. Proper pronunciation

Speaker's stage presence (Answer should include any two of the following.)

a. Appropriate attitude
b. Good poise and body posture
c. Ease before audience
d. Appropriate personality

Speaker's personal appearance (Answer should include one of the following.)

a. Neat appearance
b. Appropriate dress

Speaker's power of expression (Answer should include any three of the following.)

a. Fluent
b. Direct
c. Proper emphasis
d. Good communicative ability
e. Sincere
f. Good conveyance of thought and meaning

Speaker's response to questions — Answers reflect speaker's originality, familiarity with subject, and ability to think quickly

General effect of speech — Speech was interesting, understandable, convincing, pleasing, and captivating

17. Any of the following

Optimist Club
Lions Club
Kiwanis Club
Chamber of Commerce
Jaycees
Licensed Practical Nurses Association
Sales and Marketing Executive
Vocational Associations
League of Women Voters
State Education Association

ANSWERS TO TEST

Rotary Club
Toastmasters
Secondary School Principals
State Board of Education
Local School Board
Chief School Officers
Parent Teacher Association
American Legion
Century Club
Veterans of Foreign Wars
Labor Unions (AFL-CIO, etc.)
Medical Society
Other Youth Organizations (School, Vocational, Special Programs, Boy Scouts, etc.)
Better Business Bureau
Agency to Reduce Crime
Women's Club
Masonic Lodge
Knights of Columbus
Retail Merchants Association
Public School Assemblies
City Council Meetings
House of Representatives and/or Senate
Local Business or Industry Board Meetings

18. a. Always stay calm
    b. State the purpose of meeting
    c. Give your appreciation to the audience's attendance

19. a. Always stay calm
    b. Give brief background information about speaker
    EXAMPLES: High school, organizations, family, hobbies, education, occupation, etc.
    c. State the presentation's title (if possible)
    d. State speaker's name last
    e. Keep introduction under 1½ minutes
    f. Lead applause
    g. Remain at podium until the speaker arrives at podium
    h. Go around the speaker to your seat, not in front of speaker

20. a. Explain the award's importance
    b. Introduce the recipient while discussing the recipient's accomplishments
    c. Shake the recipient's *right* hand while handing the award with your left.
    (NOTE: this procedure requires your hands to cross, therefore, you should practice the motion several times prior to the presentation to avoid embarrassment.)
    d. Encourage the recipient to face the audience
    e. Lead applause